DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

MINISTÈRE DE L'ÉDUCATION ET DU DÉVELOPPEMENT DE LA PETITE ENFANCE

Annual Report

Rapport annuel

2011-2012

Prince Edward Island
CANADA

Web Version

Île-du-Prince-Édouard
CANADA

Annual Report
Rapport Annuel

1 April 2011 to 31 March 2012
Du 1er avril 2011 au 31 mars 2012

Prince Edward Island
Department of Education
and Early Childhood Development

Île-du-Prince-Édouard
Ministère de l'Éducation et
Développement de la petite enfance

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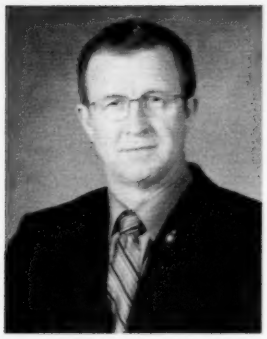

To the Honourable H. Frank Lewis
Lieutenant Governor
Province of Prince Edward Island

Your Honour:

It is my privilege to submit the Annual Report for the Department of Education and Early Childhood Development for the fiscal year ended March 31, 2012.

Respectfully submitted,

Présenté à l'honorable H. Frank Lewis
Lieutenant-gouverneur
de l'Île-du-Prince Edouard

Votre Honneur,

J'ai le privilège de soumettre le rapport annuel du ministère de l' Éducation et du Développement de la petite enfance pour l'exercice financier se terminant le 31 mars 2012.

Respectueusement soumis,

J. Alan McIsaac
Minister of Education and Early Childhood Development
Ministre de l'Éducation et du Développement de la petite enfance

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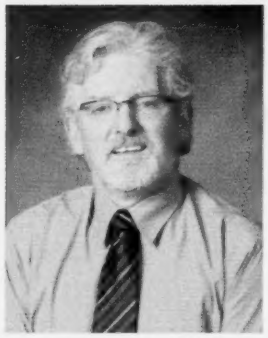
Deputy Minister's Message



The Honourable J. Alan McIsaac

Minister of Education and Early Childhood Development

Province of Prince Edward Island

Honourable Minister:

It is my pleasure to present the annual report of the Department of Education and Early Childhood Development for the fiscal year April 1, 2011 to March 31, 2012.

This was an exciting year for education, marked by the introduction of programs and initiatives to strengthen education in our province and improve student achievement.

The department's commitment to early childhood development continued with the creation of the Provincial Child Care Registry in partnership with the Early Childhood Development Association.

Several major capital projects continued or were initiated to provide students with safe, healthy spaces to learn and develop skills and knowledge to thrive and flourish in the 21st century environment.

The PEI Education Governance Commission was struck to consult with stakeholders and review the education system and school board governance structure.

Honorable J. Alan McIsaac

Ministre de l'Éducation et du Développement de la petite enfance

Province de l'Île-du-Prince-Édouard

Monsieur le Ministre,

C'est avec plaisir que je vous présente le rapport annuel du ministère de l'Éducation et du Développement de la petite enfance pour l'exercice allant du 1er avril 2011 au 31 mars 2012.

Ce fut une année palpitante pour l'éducation, marquée par la mise en œuvre de programmes et d'initiatives visant à renforcer l'éducation dans notre province et à améliorer la réussite scolaire.

L'engagement du ministère envers le développement de la petite enfance s'est poursuivi avec le lancement du Registre provincial des garderies en partenariat avec l'Association pour le développement de la petite enfance.

Plusieurs projets d'immobilisations importants se sont poursuivis et ont été lancés pour fournir aux élèves des environnements sains et sécuritaires pour apprendre et pour acquérir des compétences et des connaissances leur permettant de réussir et de s'épanouir au 21e siecle.

Student achievement was promoted through the new External Credentialing Program, recognizing that education and lifelong learning is not limited to the school setting.

I would like to express my heartfelt thanks to the staff of the department for their steadfast dedication to improving the educational outcomes of students on Prince Edward Island.

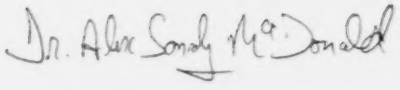
I would also like to thank all of the education partners who work with the department to deliver high quality learning opportunities to children from birth to Grade 12 across our province.

La Commission sur la gouvernance dans le domaine de l'éducation de l'Île-du-Prince-Édouard a été mise sur pied pour consulter les intervenants et se pencher sur le système de gouvernance du système scolaire et des commissions scolaires.

La réussite scolaire a été promue par l'entremise du programme d'attribution de crédits externes, qui reconnaît que l'éducation et l'apprentissage continu ne se font pas qu'en milieu scolaire.

J'aimerais remercier sincèrement l'équipe du ministère pour son dévouement inlassable envers l'amélioration des résultats scolaires dans la province.

Je tiens également à remercier tous les partenaires en éducation qui collaborent avec le Ministère afin d'offrir des possibilités d'apprentissage de qualité aux jeunes Insulaires de leur naissance jusqu'à la 12e année.



Dr. Alex (Sandy) MacDonald
Deputy Minister of Education and Early Childhood Development
La sous-ministre de l'Éducation et du Développement de la petite enfance

YEAR IN REVIEW

Expenditures

In 2011-2012, the Department of Education and Early Childhood Development budget increased by 3.1 per cent. The operating budget was approximately $227.3 million. A capital budget of just over $11.7 million was allocated for school construction, capital upgrades and school bus replacement. The estimated spending per student was $10,000 (excluding capital) which is comparable to other Atlantic provinces.

Human Resources

In 2011-2012, the public education system employed 1,670 full-time equivalent teachers. The student: teacher ratio was 12.7:1, which was one of the lowest ratios in the country. As well, there were 348 full-time equivalent educational assistants and youth workers, 293 school bus drivers, 111 administrative staff, and 204 custodial and maintenance staff. In the early childhood system there were 295 certified early childhood educators. There were 469 full- and part-time employees (excluding support staff and Special Needs Assistants) working at Early Years Centres and private licensed child care programs, 52% of whom were certified early childhood educators.

Child and Student Enrolment

In the public school system in 2011-2012, enrolment was 20,831. There were 4,366 students enrolled in French Immersion. Of the 63 public schools, 57 were English and six were French First Language.

In 2011-2012, there were approximately 8,786 children aged five and under, and 7,430 children aged four and under. Between September 2011, and March 2012, there were 4,051 licensed early child care program spaces and 2,486 children enrolled in 45 Early Years Centres and private licensed child care programs (excluding school-age programs).

Education and Early Childhood Development Minister Alan McIsaac and children from communities across the province celebrated National Child Day with a parade through downtown Charlottetown.

Early Childhood Development

The Government of Prince Edward Island continued to invest in education and early childhood development initiatives as part of the Preschool Excellence Initiative which was originally launched in May 2010.

Funding provided in the 2011-12 provincial budget allowed the province to continue implementation of Early Years Centres across Prince Edward Island. It was originally anticipated that only 20 Early Years Centres would be implemented in 2010 but, due to an overwhelming response to the program, double the originally estimated number of centres were implemented. Once all centres are implemented, it is estimated that a total of 2,159 certified spaces will be distributed across

Prince Edward Island. As well, thanks to the Preschool Excellence Initiative, we have seen total infant spaces increase across the province by 72 per cent.

On April 8, 2011, the department partnered with the Early Childhood Development Association to launch a Provincial Child Care Registry and website. The new website helps parents find information and register for their choice of early learning and child care centres across Prince Edward Island.

The Prince Edward Island Child Care Registry at www.elccregistry.ca includes helpful information about regulated early learning and child care programs across the province. Once an online account is created, families can register for wait lists for multiple centres and receive a more immediate response on availability. Centres also receive an accurate picture of who is looking for early learning and child care services in Prince Edward Island.

(L-R) Minister of Finance and Municipal Affairs Wes Sheridan, Executive Director of the Early Childhood Development Association of Prince Edward Island Sonya Corrigan, and Minister of Education and Early Childhood Development Doug Currie.

The Early Childhood Development Association is administering the online registry as part of the Preschool Excellence Initiative.

For more information on the online registry or services provided by Early Years Centres across the province, please contact the Early Childhood Development Association or visit the new Prince Edward Island Early Learning Child Care Registry at www.elccregistry.ca.

In December 2011, Holland College celebrated the official opening of new Early Years Learning Centre on Prince of Wales Campus.

The centre supports the professional development of early years centre staff across the province, and enables Early Childhood Care and Education students at Holland College to train with a team of highly skilled early years educators. In addition, the centre plays a role in conducting evidence based research which will contribute to exemplary practice.

Education and Early Childhood Development Minister Alan McIsaac observes some young learners at the official opening of the new Early Years Centre at Holland College in Charlottetown.

The college hosted a privately run childcare centre for more than 15 years, but implementation of the province's PEI Preschool Excellence Initiative provided an opportunity for the college to become more involved in the provision of services and training. The establishment of a fully integrated early years centre at Holland College provides a true demonstration model for best practice in an exemplary setting. The new centre features a $500,000 renovation, funded with equal contributions from the PEI Department of Innovation and Advanced Learning and Wallace and Margaret McCain.

Holland College offers an early learning and child care centre that reflects the principles and foundations taught in the Early Childhood Care and Education program at Holland College. Not only does the centre provide service to parents and their children it also serves as a training lab for up-and-coming early childhood educators.

For more information about the Early Childhood Care and Education program at Holland College, visit hollandcollege.com/ecce.

For information about Early Childhood Education programs and professional development opportunities serving the French community, visit Collège Acadie Î.- P.- É. at collegeacadieipe.ca/home.cfm.

Kindergarten

Approximately 1,400 students completed the first year of full-day public kindergarten in June 2011. This marked the successful transition of students into a public full-day kindergarten program.

Premier Robert Ghiz, Minister of Education and Early Childhood Development Doug Currie and Minister of Innovation and Advanced Learning Allan Campbell celebrate the first year of full-day public kindergarten with students from the Souris Consolidated School kindergarten.

This is the single largest educational initiative in the recent history of this province and the Government of Prince Edward Island continues to be committed to the education of our students.

The provincial government first announced that it would bring Prince Edward Island's kindergarten system into the public school system in the 2008 Speech from the Throne. To establish the publicly funded kindergarten program, the government tripled funding from $3 million in 2009 to $10 million in 2010. This included funding for teaching staff, capital upgrades and new classrooms. The full-day program is accessible to all Prince Edward Island children and families, who now have access to the same opportunities as others across the country.

For more information on the kindergarten program, go to www.gov.pe.ca/eecd.

Education Governance

A systematic review of the Western School Board and the Eastern School District's governance model was announced in April 2011.

An independent commission was established and given a mandate to research improvements to school board governance. Government announced it was taking a grassroots approach to this review. The independent process would involve an external commission that would consult with stakeholders, review best practices, and develop a model best suited to the needs of our Island's educational system. Dr. Bill Whelan and Carrie St. Jean were introduced as co-chairs and were asked to consult widely with all stakeholders. The five member commission included co-chairs, Dr. Bill Whelan and Carrie St. Jean, and Commission members Carolyn Francis, Antoinette Perry and Lynn Ellsworth.

The Commission was asked to consider:

- What are the appropriate roles of a school board versus the role of the Department of Education and Early Childhood Development?
- How can the current legislative, regulatory and policy frameworks under which the Boards operate be improved from an accountability perspective?
- How can the role of key stakeholders be enhanced, such as home and school associations, parents, educators, and others in the governance of our education system and keep them engaged?

A number of key stakeholders including the Auditor General raised concerns about role clarity and accountability. In the spring of 2010, the PEI Home and School Federation passed a resolution asking the province to study the viability of a single English board model. In June 2010, the participants at the Minister's Summit on Learning clearly stated that the current system must adapt and evolve to offer students the skills they need to become lifelong learners in a changing world.

Prince Edward Island's education system has experienced a great deal of change in recent years. For example, the inclusion of kindergarten as a full-day program in the public system was both challenging and rewarding. The governance review was established to help the system to better adapt to positive change. In October 2011, the Commission released Charting the Way, an Education Governance Discussion Paper. The Commission also sought public input on a governance approach that would ensure leadership and accountability for student learning outcomes. Islanders were invited to engage in facilitated discussions to share views on strengths, issues or concerns, and ideas and advice on how to improve governance of the PEI education system. The discussion paper is available for downloading on the Commission's website at www.peieducationgovernance.com.

Education and Early Childhood Development Minister, Alan McIsaac (centre) joins Prince Edward Island Home and School Federation Inc. Executive Director, Shirley Smedley Jay and President, Owen Parkhouse as they launch Teacher and School Staff Appreciation Week in Prince Edward Island. (February 12- 18).

Health and Safety

The health and safety of students and staff across Prince Edward Island continued to be a top priority and a comprehensive school inspection project allowed government to identify evidence of water intrusion in Island schools.

School inspections were called for in 2010 following the closure of Elm Street Elementary. These inspections were a proactive measure to identify locations of water infiltration in Island schools.

A School Inspection Committee, composed of representatives from the Departments of Education and Early Childhood Development and Transportation and Infrastructure Renewal, as well as all three school boards, worked extremely hard to ensure these problems were addressed quickly and effectively.

The reports indicated twelve of the schools required relatively minor repairs which cost approximately $3.6 million. The remaining three schools involved more serious problems and required an investment of $13.8 million.
In June 2011, government announced a $17.4 million plan to ensure all of the repairs and issues would be dealt within a timely and efficient manner. The comprehensive plan would ensure the concerns raised by moisture infiltration in our schools are addressed for the long-term.
The three larger projects include:

- Replacement of Spring Park Elementary School – $11.5 million (to be completed in early 2013)
- Extensive renovations at Morell Consolidated – $1.5 million (to be completed in October 2011)
- Medium-level renovations at Bluefield High School – $800,000 (to be completed in early 2012)

In the wake of the moisture infiltration problem, government will now insist on regular and comprehensive inspections of Island schools.

School Construction

Planning for the construction of the new Kindergarten to Grade 12 school in Souris began with the naming of the Construction Planning Committee in April 2011. The project was announced in the 2010 capital budget and was estimated to cost 20 million dollars. One million dollars had been set aside for the first year of planning. The Construction Planning Committee included school administrators, parents, teachers, and school board and government officials.

In the summer of 2011, construction began on a new Career and Technical Education Centre in Summerside to help students learn and prepare for successful careers. As many as 500 students from Three Oaks Senior High, Kensington Intermediate/Senior High and Kinkora Regional High will benefit from this new $4,675,000 facility.

Construction officially underway on the new $4.675 million Career and Technical Education Centre in Summerside. (L - R) Tyne Valley-Linkletter MLA Paula Biggar; Evangeline-Miscouche MLA Sonny Gallant; Western School Board Chair Gary Doucette; Community Services, Seniors and Labour Minister Janice Sherry; David Gillis (Director of Business Services, Western School Board); Jane McMillan (Superintendent, Western School Board); Education and Early Childhood Development Minister Doug Currie; Summerside-St. Eleanors MLA Gerard Greenan.

Career and Technical Education programs provide real-life skills that help students transition from high school to apprenticeship training, college, university or the workforce. The new 25,000 square foot facility is located next to Three Oaks High School on MacEwen Road in Summerside. It offers classes once held at the Summerside Industrial Park and Slemon Park, now under one roof in a campus-like environment.
The facility includes spaces for aerospace training, automotive and carpentry shops, a new robotics lab, skilled-trades classrooms, as well as storage and alternative education spaces.

Students and staff were excited to move into a new $2.1 million expansion at the Miscouche Consolidated School just in time for the 2011 school year.

The community of Miscouche continues to experience tremendous growth in population. With more and more people choosing to raise a family in this area, additional space was needed for students. Miscouche Consolidated School was originally constructed in 1963. It accommodated 200 students; however, in 2010, the student population increased to 290.

The new 10,500 square foot addition at Miscouche Consolidated School includes a new main entrance, four new classrooms, a music/band room, as well as improvements to the science lab and career and technical education space. Career and Technical Education courses are now available under one roof in modern facilities at the newly expanded school. Students are no longer bused to Athena Consolidated School for these courses.

Office space was also added for student services such as resource and reading recovery, speech language pathology and English as an Additional Language training. Smartboards were installed in the new classrooms along with FM sound reinforcement systems to help students with hearing disabilities.

Construction began in late April 2011. The new classrooms were ready in time for the start of the 2011 school year.

French language education and culture in Prince Edward Island continues to thrive with the official opening of l'École Saint-Augustin and the Centre acadien Grand-Rustico.

Education and Early Childhood Development Minister officially opens the new $2.1 million expansion at Miscouche Consolidated School with local officials as well as staff and students of Miscouche Consolidated School. (L-R) Education and Early Childhood Development Minister Alan McIsaac; MLA Sonny Gallant (Evangeline-Miscouche); MLA Paula Biggar (Tyne Valley-Linkletter); and Scott MacDonald (Principal, Miscouche Consolidated School) and students of Miscouche Consolidated School.

A construction planning committee for École Saint-Augustin was introduced in 2009 to determine what amenities were to be included in the final design. The committee included individuals from the community of Rustico, parents, the school principal, as well as representatives from La Commission scolaire de langue française, and the departments of Education and Early Childhood Development, Transportation and Infrastructure Renewal, and Tourism and Culture.

Students moved into their new school in the fall of 2011. The project was the result of the hard work done by the construction planning committee over the past three years. The new school and community spaces, located in the heart of Rustico, will foster a greater connection to the Acadian and Francophone language and culture.

The 23,253 square foot facility houses students from Kindergarten to Grade 6. It also includes an area for the Conseil Acadien de Rustico, Conseil office and a cultural development office. The community will be offering an Early Years Centre – Les p'tits rayons de soleil for children in the 0-4 age group.

The educational and cultural investment of $6 million was provided by the Government of Prince Edward Island and the Government of Canada through the Department of Canadian Heritage.

Premier Robert Ghiz speaking at the official opening of l'École Saint-Augustin and the Centre acadien Grand-Rustico.

Parent and Student Engagement

A new tool kit was introduced in December 2011, to support parents who want to become more involved in their children's learning and school community.

The Parent Engagement Tool Kit was created by the Prince Edward Island Home and School Federation and is filled with excellent information for parents. It serves as a guide to parent-led, school-partnered projects that help better student learning and community involvement.

The Federation is providing two kits per school – one kit for the Home and School Association and one for the school. Funding for this resource is a part of the Parent Engagement funding from the Department of Education and Early Childhood Development.

Education and Early Childhood Development Minister Alan McIsaac visited the library at Prince Street Elementary School where PEI Home and School Federation secretary Peter Rukavina, explained the new online Home and School kit to PEIHS President Owen Parkhouse (left), Principal Terry MacIsaac (centre left), and PEIHS Executive Director Shirley Jay.

Parents play an important role in our education system and this unique tool kit is designed to help families navigate their child's educational learning journey. The Federation is equally optimistic that teachers will find this tool kit useful and informative in promoting best practices within the K-12 education system.

The Home and School kits are accessible in the school library and an online version is available at www.edu.pe.ca/peihsf.

Summerside Storm player Jessan Gray reads to students at Elm Street School. The Department of Education and Early Childhood Development is partnering with the Island's National Basketball League franchise to promote literacy through a unique program called Reading up a Storm.

Inclusive Education

Island educators were recognized for their efforts to promote inclusive education in February 2012.

Prince Edward Island's school system continues to make great strides in promoting inclusive education and it is important to recognize educational leaders for working to enhance the lives of all students.

Inclusive education promotes participation, friendship and interaction and allows for a well-rounded learning experience for all students. This also allows other students to respect diversity in school and in society. Inclusive education means ensuring all students are educated with their peers and have equitable access to learning and achievement in the education system.

To celebrate National Inclusive Education Week, Minister Alan McIsaac presented Island educators and staff with national certificates of recognition from the Canadian Association for Community Living.

The 2011 Inclusive Education Award recipients included:

- Velma Durant, Physical Education teacher at École Évangéline
- Jackie Charchuk, Former Special Education Consultant with the Western School Board
- Trenna Burke, Educational Assistant at Westwood Primary School
- Jane Wilson, Special Education/Resource Specialist at Montague Intermediate School
- Peter Meggs, Special Educational Coordinator at the Department of Education and Early Childhood Development
- Staff of Montague Consolidated School

February is National Inclusive Education month. National Inclusive Education week ran from February 13 to 17 in 2012.

To celebrate Inclusive Education week, Education and Early Childhood Development Minister Alan McIsaac presented national certificates of recognition from the Canadian Association for Community Living. (L-R) Minister McIsaac, Jackie Charchuk, Paula Wilson-Walsh (representing the staff of Montague Consolidated School), Treena Burke, Jane Wilson, Velma Durant, and Peter Meggs.

Investing in Technology

Technology is becoming more and more important for students of all ages. The Department of Education and Early Childhood Development continued to invest in new technology such as the Koha integrated library system officially launched in April 2011. This $1.2 million project was implemented over the past three years. The new online library allows students, teachers and parents to search their school library resources from any computer at home or school.

This new user-friendly and efficient web-based system will help students improve literacy skills. They can use it to access more digital resources such as online encyclopedias, data bases and electronic texts. It will help Island students enhance 21st century literacy skills and become more engaged in learning.

The new Koha open source integrated library system also enables teacher-librarians to search other school library holdings to assist with the selection, evaluation, and ordering of resources.

Links have also been provided on school websites to allow searching school libraries from home.

Education and Early Childhood Development Minister Doug Currie (seated) reviews the new Koha integrated library system with Prince Street School teacher-librarian Liz Pendergast and students Ronan Weeks and MacKenzie Foley.

Under the old system, processing and managing the inventory of materials was very time consuming. Now, staff can view all school library holdings on a user-friendly centralized database. With less required managerial time, teacher-librarians have more freedom to interact with students.

This project resulted in a significant investment in technology for schools across Prince Edward Island. A total of 690 workstations, 59 laptops, 69 scanners and 63 network printers were installed in school libraries. Two dedicated centralized servers were also installed and wiring upgrades were carried out at 28 schools to accommodate the new Koha system.

For more information on the new Koha integrated library system, contact a school librarian or visit your school's website.

Investing in Student Achievement

The results of the 2011 provincial literacy assessments were announced in November 2011, and showed exceptional gains in results. Similar to the previous year, the 2011 results in reading comprehension and writing at the Grade 3 level show that investment in early years intervention programs such as literacy coaches, early literacy and math intervention programs, new curriculum and resources, and professional development for Grade 1 to 3 teachers is paying off. Since 2007, students in Grade 3 have gone from meeting the grade level expectation in reading from 62 per cent to 85 per cent in 2011. As well, we have seen a decrease in students experiencing difficulty in 2007 from 27 per cent to 10 per cent in 2011.

Provincial assessment results are one way to monitor how well students are doing in reading and writing at the end of the primary, elementary and intermediate grades. These assessments were conducted in May 2011.

Prince Edward Island students also participate in provincial, national and international assessments that help measure individual and overall student achievement and the overall performance of the provincial education system.

Parents are encouraged to talk to their child's teacher about the full scope of their child's performance. For more information on assessment results, please visit the website at www.gov.pe.ca/eecd/provincial assessment.

Minister Alan McIsaac joins teacher Rachel Cameron (centre) and her Grade 2 class during their literacy block at Athena Consolidated School. Students in the photo are (left to right around the table) Gabriel Bujenita, Shayne MacPhee, Kyra Reeves, Enya Neill and Kate Campbell. This is one example of early literacy interventions for Prince Edward Island students.

High school students in Prince Edward Island were able to earn a credit for participating in recognized learning activities in the community. The department partnered with the Canadian Cadet organization to offer students a high school credit as part of the new External Credentialing Program on Prince Edward Island. It is important to recognize that many of our students are involved in community activities that develop valuable life skills that contribute to a well-rounded educational experience.

An external high school credit will be awarded for courses, programs or assessments that have been evaluated and that match or exceed provincial high school standards.

The purpose of the external credits is to provide greater flexibility in meeting graduation requirements by providing high school credit to students who have completed recognized courses of study outside of the public school system. The external credits will be reflected on the student's high school transcript.

The Department of Education and Early Childhood Development is leading an External Credentialing Advisory Committee which includes representation from the three school boards and the Prince Edward Island Teachers' Federation. External program providers have also been invited to sit on the committee. Applications from community organizations interested in being considered as external program providers are now being accepted by the Department of Education and Early Childhood Development.

Education and Early Childhood Development Minister Allan McIsaac declared Friday, January 27th as Family Literacy Day in Prince Edward Island. To mark the celebration, he was joined by young Naara Gillis and mother Aislin Gillis as well as Program Coordinator Jinny Greaves and the Word Monster from the PEI Literacy Alliance.

History and Culture

In March 2012, the province celebrated the legacy of George Coles and the Free Education Act.

This marked an important celebration as we reached the 160th anniversary of free education in Prince Edward Island.

When it was granted royal assent on April 3, 1852, the Free Education Act was revolutionary for Prince Edward Island, establishing itself as the first of the former British North American colonies to enable widespread access to free public education.

Before 1852, the education system was underdeveloped and there was a shortage of funding. Although it was regularly reviewed by government, the quality of education was inadequate. Teachers generally had poor wages and pay was sporadic, which often kept the finest instructors away from Island classrooms. By 1851, the public had grown unhappy with the status of education and pressed government to implement change.

Spearheading the reform movement on public education was George Coles, the Island's first and most renowned premier. As a boy, Coles received little education but quickly rose to prominence as an affluent entrepreneur prior to entering politics.

Following the appointment of the Special Committee on Free Education in the third session of the eighteenth General Assembly in 1851, the public rallied behind the cause and submitted an astonishing 53 petitions in support in the fourth session, a year later.

On March 18, 1852, the Free Education Act was passed in the House of Assembly. The bill was quickly ratified on its third reading on April 1, 1852 and was given royal assent by the Lieutenant Governor two days later.

For the working class, the changes meant their children would no longer be scholastically disadvantaged. Teachers had job security and local taxes were used to cover the costs of construction and maintenance of Island school houses. Within two years, Island school enrollment doubled.

The Free Education Act was a landmark piece of legislation and distinguished Prince Edward Island as the first of the former British North American colonies and Canadian provinces to facilitate an accessible and publicly funded school system. The statute pioneered a country-wide tradition of quality public education.

Students are being immersed in a story of culture and history thanks to a new DVD production of a play about Prince Edward Island's black history.

A new DVD of the play The Old Stock is now included in the history curriculum and to help students learn about an important part of the Island's past. This educational opportunity will help students gain a better understanding of Prince Edward Island's black history and allow them to have a better appreciation for the cultural diversity of our province.

In April 2011, Island social studies classes were given the opportunity to see a live performance of The Old Stock, a play by Ron Irving and Harry Baglole, featuring music from award-winning singer/songwriter Scott Parsons.

Writer/producer Sean McQuaid joined filmmaker Brian Pollard, educators Bethany Doiron and Laura Ann Noye, and a culturally diverse cast of actors and musicians to form The Old Stock Players. The goal is to educate and entertain through the theatre.

Jim Hornby's book, Black Islanders, provided important historical details for the play. The Old Stock follows a young Island bride-to-be who discovers her ancestry is much more interesting than she suspected, taking her on an educational journey through the little-known history of the Island's early black residents.

BILAN D'ANNÉE

Dépenses

En 2011-2012, le budget du ministère de l'Éducation et du Développement de la petite enfance a augmenté de 3,1 %. Le budget de fonctionnement s'élevait à environ 227,3 millions de dollars. Un budget d'immobilisations d'un peu plus de 11,7 millions de dollars a été affecté aux travaux de construction des écoles, à la modernisation des immobilisations et au remplacement d'autobus scolaires. L'estimation des dépenses par élève se chiffre à 10 000 $ (immobilisations non comprises), ce qui est comparable aux autres provinces de l'Atlantique.

Éducateurs

En 2011-2012, le système scolaire public employait 1 670 enseignants équivalents temps plein. Le rapport élèves-enseignant était de 12,7:1, soit l'un des plus bas au pays. Le système comptait également 348 assistants en éducation et travailleurs auprès des jeunes, 293 chauffeurs d'autobus scolaire, 111 employés administratifs ainsi que 204 concierges et préposés à l'entretien. Le système de la petite enfance, quant à lui, comptait 295 éducateurs de la petite enfance certifiés. Aussi, 469 employés à temps plein et à temps partiel (personnel de soutien et assistants pour enfants à besoins spéciaux non compris) travaillaient dans les centres de la petite enfance et les garderies privées accréditées; 52 % de ces employés étaient des éducateurs de la petite enfance certifiés.

Inscriptions des enfants et des élèves

Dans le système scolaire public, en 2011-2012, le nombre d'inscriptions s'élevait à 20 831. Par ailleurs, on comptait 4 366 élèves inscrits dans le programme d'immersion en français. Parmi les 63 écoles publiques, 57 étaient de langue anglaise et 6 étaient de langue française (langue première).

En 2011-2012, on comptait environ 8 786 enfants âgés de cinq ans et moins, et 7 430 enfants âgés de quatre ans et moins. De septembre 2011 à mars 2012, il y avait 4 051 places accréditées dans les programmes de garde des jeunes enfants et 2 486 enfants inscrits dans 45 centres de la petite enfance et garderies privées accréditées (programmes pour enfants d'âge scolaire non compris).

Développement de la petite enfance

Le gouvernement de l'Île-du-Prince-Édouard a continué d'investir dans les initiatives d'éducation et de développement de la petite enfance dans le cadre de l'Initiative préscolaire d'excellence qui a été lancée en mai 2010. Le financement prévu dans le budget provincial de 2011-2012 a permis à la province de poursuivre l'établissement de centres de la petite enfance dans l'ensemble de l'Île-du-Prince-Édouard. Au départ, seulement 20 centres devaient être créés en 2010, mais compte tenu de l'énorme succès du programme, il a fallu en créer deux fois plus que ce qui avait d'abord été prévu. Une fois que tous les centres auront été établis, on prévoit qu'il y aura au total 2 159 places certifiées dans l'ensemble de l'Île-du-Prince-Édouard. En outre, avec l'Initiative préscolaire d'excellence, le nombre total de places pour les nourrissons a augmenté de 72 % dans l'ensemble de la province.

Le 8 avril 2011, le Ministère a conclu un partenariat avec l'Association pour le développement de la petite enfance en vue de lancer un répertoire des services d'apprentissage et de garde d'enfants et un site Web connexe. Le nouveau site Web aide les parents à trouver de l'information et à inscrire leurs enfants aux centres d'apprentissage et de garde de leur choix à l'Île-du-Prince-Édouard. Le Répertoire des services d'apprentissage et de garde d'enfants de l'Île-du-Prince-Édouard (www.elccregistry.ca) renferme de l'information utile au sujet des programmes réglementés d'apprentissage et de garde des jeunes enfants de la province. Dès qu'un compte en ligne est créé, les familles peuvent inscrire leur nom sur la liste d'attente de divers centres et recevoir une réponse plus immédiate à leurs questions quant à la disponibilité. De plus, les centres peuvent obtenir une idée plus précise du nombre de personnes qui cherchent des services d'apprentissage et de garde pour jeunes enfants à l'Île-du-Prince-Édouard. L'Association pour le développement de la petite enfance s'occupe du répertoire en ligne dans le cadre de l'Initiative préscolaire d'excellence.

Pour plus d'information sur le répertoire en ligne ou sur les services offerts par les centres de la petite enfance de la province, veuillez communiquer avec l'Association pour le développement de la petite enfance ou visiter le site du Répertoire des services d'apprentissage et de garde d'enfants de la province (www.elccregistry.ca).

En décembre 2011, le Holland College a souligné l'inauguration officielle du nouveau centre d'apprentissage pour jeunes enfants au campus Prince of Wales.

Le centre soutient le perfectionnement professionnel du personnel des centres de la petite enfance de la province, et permet aux étudiants en services éducatifs et de garde à l'enfance du Holland College de suivre une formation auprès d'une équipe d'éducateurs hautement compétents. En outre, le centre permet d'alimenter la recherche à partir d'éléments probants, ce qui contribue aux pratiques exemplaires.

Le collège a tenu une garderie privée pendant plus de 15 ans, mais la mise en œuvre de l'Initiative préscolaire d'excellence par la province a donné l'occasion au collège de prendre part à la prestation de services et à la formation de façon plus active. La mise sur pied d'un centre de la petite enfance pleinement intégré au Holland College procure un véritable modèle de mise en œuvre des meilleures pratiques dans un contexte exemplaire. Le nouveau centre a fait l'objet d'une rénovation de l'ordre de 500 000 $, qui a été financée à parts égales par le ministère de l'Innovation et des Études supérieures et Wallace et Margaret McCain.

Le Holland College propose un centre d'apprentissage et de garde pour jeunes enfants axé sur les principes et fondements enseignés dans le cadre du programme d'études en services éducatifs et de garde à l'enfance du collège. Le centre fournit des services aux parents et à leurs enfants, et, de plus, il sert de laboratoire de formation pour les futurs éducateurs de la petite enfance.

Pour plus d'information sur le programme d'études en services éducatifs et de garde à l'enfance du Holland College, visitez le hollandcollege.com/ecce.

Pour obtenir de l'information au sujet des programmes d'éducation de la petite enfance et des possibilités de perfectionnement professionnel pour la communauté francophone, visitez le Collège Acadie Î.-P.-É. au collegeacadieipe.ca/home.cfm.

Maternelle

Environ 1 400 élèves ont terminé la première année du programme public de maternelle à plein temps en juin 2011, ce qui témoigne d'une transition à système de maternelle à temps plein réussie.

Il s'agit de la plus importante initiative en éducation dans l'histoire récente de la province et le gouvernement de l'Île-du-Prince-Édouard reste engagé envers l'éducation de ses élèves. Le gouvernement provincial a annoncé pour la première fois son intention d'intégrer la maternelle au système scolaire public dans le discours du Trône de 2008. Pour instaurer le programme de maternelle public, le gouvernement a triplé le financement, celui-ci ayant passé de 3 millions de dollars en 2009 à 10 millions de dollars en 2010. Le financement englobait le personnel enseignant, l'amélioration des immobilisations et la création de nouvelles classes. Le programme à plein temps est offert à l'ensemble des enfants et des familles de l'Île-du-Prince-Édouard; ils bénéficient donc désormais des mêmes possibilités que dans le reste du pays.

Pour plus d'information sur le programme de maternelle, visitez le site Web www.gov.pe.ca/eecd.

Gouvernance dans le domaine de l'éducation

Un examen systématique du modèle de gouvernance de la Commission scolaire de l'ouest et de la Commission scolaire de l'est a été annoncé en avril 2011.

Une commission indépendante a été mise sur pied et on lui a confié le mandat de trouver des moyens d'améliorer la gouvernance des commissions scolaires. Le gouvernement a annoncé qu'il adoptait une approche axée sur la base pour cet examen. Le processus indépendant impliquait une commission externe appelée à consulter les intervenants, à passer en revue les pratiques exemplaires et à développer un modèle qui répondrait le mieux aux besoins du système scolaire de l'Île.

Bill Whelan et Carrie St. Jean ont agi comme coprésidents et devaient mener une vaste consultation auprès de tous les intervenants. Les cinq membres de la Commission étaient les coprésidents, Bill Whelan et Carrie St. Jean, ainsi que les commissaires Carolyn Francis, Antoinette Perry et Lynn Ellsworth.

On a demandé à la Commission de se pencher sur diverses questions :

- Quels rôles doivent jouer les commissions scolaires par rapport à ceux que doit jouer le ministère de l'Éducation et du Développement de la petite enfance?
- Pour ce qui est de la reddition de comptes, comment peut-on améliorer les cadres législatifs, réglementaires et stratégiques des commissions scolaires?
- Comment peut-on accroître le rôle des intervenants principaux, tels que les associations foyer-école, les parents, les éducateurs et autres, dans la gouvernance de notre système scolaire et faire en sorte qu'ils y participent activement?

Un certain nombre d'intervenants clés, y compris le vérificateur général, ont soulevé des préoccupations concernant la transparence et la reddition de comptes. Au printemps 2010, la PEI Home and School Federation a passé une résolution demandant à la province d'étudier la viabilité d'une seule commission scolaire anglophone. En juin 2010, les participants au Sommet du ministre sur l'apprentissage ont clairement indiqué que le système actuel doit s'adapter et évoluer afin d'offrir aux élèves les compétences dont ils ont besoin pour devenir

des apprenants à vie dans un monde en constante évolution.

Le système scolaire de l'Île-du-Prince-Édouard a connu beaucoup de changements au cours des dernières années. Par exemple, l'introduction de la maternelle en tant que programme à temps plein dans le système public s'est révélée un défi qui en a cependant valu la peine. L'étude sur la gouvernance a été lancée afin d'aider le système à mieux s'adapter aux changements positifs.

En octobre 2011, la Commission a rendu public un document de discussion sur la gouvernance dans le domaine de l'éducation intitulé Tracer la voie. Elle a aussi sollicité les commentaires du public sur une approche de gouvernance qui assurerait le leadership et la reddition de comptes relativement aux résultats d'apprentissage des élèves. Les Insulaires ont été invités à prendre part à des discussions dirigées afin de parler des forces et des problèmes ainsi que de leurs préoccupations et de fournir des idées et des suggestions pour améliorer la gouvernance du système scolaire de l'Île-du-Prince-Édouard.

Il est possible de télécharger le document de discussion sur le site de la Commission (www.peieducationgovernance.com).

Santé et sécurité

La santé et la sécurité des élèves et du personnel scolaire de l'Île-du-Prince-Édouard ont continué d'être une priorité absolue. Un vaste projet d'inspection des écoles a permis au gouvernement de trouver des problèmes d'infiltration d'eau dans les écoles de l'Île.

L'inspection des écoles a été ordonnée en 2010 à la suite de la fermeture de l'école Elm Street Elementary. Il s'agissait d'une mesure proactive visant à cerner les endroits où l'eau s'était infiltrée dans les écoles de l'Île.

Un comité d'inspection des écoles, composé de représentants du ministère de l'Éducation et du Développement de la petite enfance et du ministère des Transports et du Renouvellement de l'infrastructure ainsi que des trois commissions scolaires, a travaillé avec acharnement afin de s'assurer que ces problèmes sont éliminés rapidement et efficacement.

Les rapports indiquaient que douze des écoles avaient besoin de réparations relativement mineures, pour un coût d'environ 3,6 millions de dollars. Pour ce qui est des trois autres écoles, les problèmes étaient plus graves et nécessitaient un investissement de près de 13,8 millions de dollars.

En juin 2011, le gouvernement a annoncé un plan de 17,4 millions de dollars pour assurer que toutes les réparations et tous les problèmes seraient réglés de manière rapide et efficace. Le vaste plan proposé visait à régler les problèmes d'infiltration d'humidité dans les écoles à long terme.

Les trois plus grands projets sont :

- le remplacement de l'école Spring Park – 11,5 millions de dollars (fin des travaux au début de 2013);
- des rénovations d'envergure à l'école Morell Consolidated – 1,5 million de dollars (fin des travaux en octobre 2011);
- des rénovations plus ou moins importantes à l'école Bluefield High – 800 000 dollars (fin des travaux au début de 2012).

En raison des problèmes d'infiltration d'humidité, le gouvernement exigera dorénavant l'inspection régulière et complète des écoles de l'Île.

Travaux de construction des écoles

La planification de la construction de la nouvelle école de Souris qui accueillera les élèves de la maternelle à la 12e année a commencé par la mise en place du comité de planification de la construction en avril 2011. Le projet a été annoncé dans le budget d'immobilisations de 2010 et son coût était estimé à 20 millions de dollars. Un million de dollars a été mis de côté pour la première année de planification. Le comité est composé d'administrateurs scolaires, de parents, d'enseignants et de représentants de la Commission scolaire et du gouvernement.
Au cours de l'été 2011, la construction d'un nouveau centre des carrières et de l'enseignement technique a commencé à Summerside en vue d'aider les élèves à se développer et à se préparer à mener des carrières fructueuses. Jusqu'à 500 élèves des écoles Three Oaks Senior High, Kensington Intermediate/Senior High et Kinkora Regional High pourront profiter de cette nouvelle installation de 4 675 000 $.
Les programmes du centre permettent de développer des compétences pratiques qui aident les élèves à passer de l'école secondaire à la formation en apprentissage, au collège, à l'université ou au marché du travail. Le nouveau centre d'une superficie d'environ 25 000 pieds carrés (2 300 mètres carrés) est situé à côté de l'école Three Oaks High, sur le chemin MacEwen à Summerside. Les élèves peuvent y suivre des cours, qui étaient autrefois offerts au parc industriel de Summerside et à Slemon Park, dans un environnement s'apparentant à un campus.
L'installation comprend des locaux pour la formation en aérospatiale, des ateliers de mécanique automobile et de menuiserie, un nouveau laboratoire de robotique, des classes de métiers spécialisés ainsi que des locaux pour l'entreposage et l'éducation alternative.

Les élèves et le personnel de l'école Miscouche Consolidated étaient enthousiastes à l'idée d'avoir accès au nouvel agrandissement de 2,1 millions de dollars juste à temps pour l'année scolaire 2011.
La population de la communauté de Miscouche continue d'augmenter très rapidement. Comme il y a de plus en plus de gens qui choisissent de fonder leur famille dans cette région, il fallait plus d'espace pour les élèves. L'école Miscouche Consolidated a été construite en 1963. À cette époque, elle accueillait 200 élèves, alors qu'en 2010, le nombre d'élèves s'élevait à 290.
Le nouvel espace d'environ 10 500 pieds carrés (975 mètres carrés) qui a été ajouté à l'école Miscouche Consolidated comprend une entrée principale, quatre salles de classe, une salle de musique et des améliorations au laboratoire de science et au local servant à l'enseignement technique et aux cours de métiers. Les cours de métiers et les cours d'enseignement technique se donnent dorénavant sous un même toit dans des installations modernes à l'école. Les élèves n'ont plus à se rendre à l'école Athena Consolidated pour suivre ces cours.
Des locaux à bureaux ont également été ajoutés pour les services aux élèves comme l'enseignement ressource, l'intervention préventive en lecture et en écriture, l'orthophonie et les cours d'anglais langue additionnelle. De plus, des tableaux électroniques ont été installés dans les nouvelles salles de classe ainsi que des systèmes d'amplification du son FM afin d'aider les élèves qui ont des problèmes auditifs.
Les travaux d'agrandissement ont commencé à la fin avril 2011 et les nouvelles salles de classe étaient prêtes pour la rentrée scolaire 2011.
L'éducation en français et la culture francophone à l'Île-du-Prince-Édouard continuent de s'épanouir grâce à l'ouverture

officielle de l'École Saint-Augustin et du Centre acadien Grand-Rustico.

Les élèves ont emménagé dans leur nouvelle école à l'automne 2011. Le projet est le résultat du travail acharné des trois dernières années du comité de planification de la construction. La nouvelle école et les nouveaux locaux communautaires, situés dans le cœur de Rustico, favoriseront le resserrement des liens avec la communauté de langue et de culture acadienne et francophone.

L'installation de 23 253 pieds carrés accueille des élèves de la maternelle à la 6e année. Elle comprend aussi des locaux pour le Conseil acadien de Rustico, le bureau du Conseil et un bureau pour le développement culturel. De plus, la communauté offrira les services d'un centre de la petite enfance, Les p'tits rayons de soleil, pour les enfants âgés de 0 à 4 ans.

En 2009, un comité de planification de la construction de l'École Saint-Augustin a vu le jour pour déterminer ce qui devait se trouver sur les plans finaux. Ce comité se composait de membres de la communauté de Rustico, de parents, de la directrice de l'école ainsi que de représentants de la Commission scolaire de langue française, du ministère de l'Éducation et du Développement de la petite enfance, du ministère des Transports et du Renouvellement de l'infrastructure et du ministère du Tourisme et de la Culture.

L'investissement éducationnel et culturel de 6 millions de dollars a été effectué par le gouvernement de l'Île-du-Prince-Édouard et le gouvernement du Canada par l'entremise du ministère du Patrimoine canadien.

Participation des parents et des élèves

Une nouvelle trousse d'outils a été proposée en décembre 2011 pour appuyer les parents qui veulent participer davantage à l'apprentissage de leurs enfants et jouer un rôle plus actif dans leur communauté scolaire.

La trousse d'outils créée par la Prince Edward Island Home and School Federation contient une foule de renseignements utiles pour les parents. Il s'agit d'un guide en matière de projets organisés par des parents en collaboration avec les écoles qui aident à améliorer l'apprentissage des élèves et la participation communautaire.

La Fédération fournit deux trousses à chaque école - une trousse pour l'école et une pour son association foyer-école. Le financement de cette ressource s'inscrit dans les fonds pour la participation des parents offerts par le ministère de l'Éducation et du Développement de la petite enfance de l'Île-du-Prince-Édouard. Les parents jouent un rôle important dans notre système scolaire, et cette trousse d'outils unique a été conçue pour les aider à accompagner leurs enfants dans leur apprentissage. La PEI Home and School Federation pense que les enseignants de la maternelle à la 12e année trouveront eux aussi la trousse utile et pertinente pour la promotion des meilleures pratiques au sein du système scolaire.

La trousse d'outils est disponible dans les bibliothèques scolaires et une version électronique est accessible sur le Web (www.edu.pe.ca/peihsf).

Inclusion scolaire

En février 2012, des éducateurs de l'Île ont été reconnus pour leur travail dans la promotion de l'inclusion scolaire.

Le système scolaire de l'Île-du-Prince-Édouard continue de déployer de grands efforts pour promouvoir l'inclusion scolaire et il est important de souligner le travail des leaders du domaine de l'éducation qui s'efforcent d'améliorer la vie de tous les élèves.

L'inclusion scolaire favorise la participation, l'amitié et les échanges, et permet à tous les élèves de vivre une expérience d'apprentissage équilibrée. Cela permet aussi aux autres élèves d'apprendre à respecter la diversité à l'école et dans la société. L'inclusion scolaire vise à assurer que tous les élèves reçoivent une éducation avec leurs pairs, et ont un accès équitable à l'apprentissage et à la réussite scolaire.

Pour souligner la Semaine nationale de l'inclusion scolaire, le ministre Alan McIsaac a remis à des enseignants et à des membres du personnel scolaire de l'Île des certificats de reconnaissance nationale offerts par l'Association canadienne pour l'intégration communautaire.

Les lauréats du prix de l'inclusion scolaire 2011 étaient :

- Velma Durant, enseignante en éducation physique à l'École Évangéline;
- Jackie Charchuk, ancienne conseillère en adaptation scolaire à la Commission scolaire de l'ouest;
- Trenna Burke, assistante en éducation à l'école Westwood Primary;
- Jane Wilson, spécialiste en adaptation scolaire/ressources à l'école Montague Intermediate;
- Peter Meggs, coordonnateur en adaptation scolaire au ministère de l'Éducation et du Développement de la petite enfance;
- des membres du personnel de l'école Montague Consolidated.

Le mois de février est le mois de l'inclusion scolaire à l'échelle nationale. La Semaine nationale de l'inclusion scolaire s'est déroulée du 13 au 17 février 2012.

Investissement dans la technologie

La technologie devient de plus en plus importante pour les élèves de tous les âges. Le ministère de l'Éducation et du Développement de la petite enfance a continué d'investir dans de nouvelles technologies, notamment le nouveau système intégré de gestion des bibliothèques Koha inauguré officiellement en avril 2011. Ce projet de 1,2 million de dollars a été mis en œuvre au cours des trois dernières années. Le nouveau système en ligne permet aux élèves, aux enseignants et aux parents de faire des recherches dans leur bibliothèque scolaire à partir de n'importe quel ordinateur à la maison ou à l'école.

Ce nouveau système convivial et efficace sur le Web aidera les élèves à développer leur niveau de littératie. Ils pourront s'en servir pour accéder à plus de ressources numériques telles que des encyclopédies en ligne, diverses bases de données ainsi que des textes électroniques. Il aidera les élèves de l'Île à accroître leur niveau de littératie et à participer davantage à leur apprentissage.

Le nouveau système intégré de gestion des bibliothèques en licence libre Koha permet aussi aux enseignants-bibliothécaires d'effectuer des recherches dans les collections des autres bibliothèques scolaires afin d'aider à sélectionner, à évaluer et à commander des ressources. Il y a également des liens sur le site

Web des écoles afin de permettre à tous d'effectuer des recherches dans leur bibliothèque scolaire à partir de la maison. Avec l'ancien système, le traitement et la gestion des stocks nécessitaient beaucoup de temps. Maintenant, le personnel peut voir toute la collection de la bibliothèque de l'école grâce à une base de données centralisée conviviale. Puisqu'ils consacrent moins de temps à la gestion, les enseignants-bibliothécaires pourront davantage côtoyer les élèves.

Ce projet a permis un important investissement dans la technologie dans les écoles de l'Île-du-Prince-Édouard. En tout, 690 postes de travail, 59 portables, 69 scanneurs et 63 imprimantes réseau ont été installés dans les bibliothèques scolaires. Deux serveurs dédiés centralisés ont également été installés et une modernisation du câblage a dû être effectuée dans 28 écoles afin de pouvoir recevoir le nouveau système Koha.

Pour obtenir plus d'information sur le nouveau système intégré de gestion des bibliothèques Koha, communiquez avec votre bibliothèque scolaire ou visitez le site Web de votre école.

Investissement dans l'amélioration du rendement des élèves

Les résultats des évaluations provinciales en littératie de 2011 ont été annoncés en novembre 2011 et témoignaient d'améliorations exceptionnelles.

Comme l'année précédente, les résultats de 2011 en compréhension de lecture et en écriture de la 3e année permettent de constater qu'il vaut la peine d'investir dans les mesures d'intervention pour les premières années scolaires, comme les mentors en littératie, les programmes d'intervention en littératie et en mathématiques, les nouveaux programmes scolaires et nouvelles ressources, et le perfectionnement des enseignants de la 1re à la 3e année. En 2007, 62 % des élèves de 3e année atteignaient le niveau visé et en 2011, ce nombre a atteint 85 %. Par ailleurs, le pourcentage d'élèves ayant des difficultés a diminué au cours de cette période, passant de 27 % à 10 %.

L'évaluation provinciale est une façon de vérifier où en sont les capacités des élèves en lecture et en écriture à la fin du primaire, de l'élémentaire et de l'intermédiaire. L'évaluation a eu lieu au mois de mai 2011.

Les élèves de l'Île-du-Prince-Édouard prennent aussi part à des évaluations provinciales, nationales et internationales qui aident à mesurer le rendement individuel, le rendement de groupe des élèves et le rendement général du système scolaire provincial.

Les parents sont encouragés à parler avec l'enseignant de leurs enfants de tous les aspects du rendement de leurs enfants.

Pour plus d'information sur les résultats de l'évaluation, veuillez visiter le site Web www.gov.pe.ca/eecd/provincialassessment.

Les élèves du secondaire ont pu obtenir des crédits d'études pour avoir participé à des activités d'apprentissage reconnues dans leur communauté.

Le Ministère a collaboré avec l'Organisation des cadets du Canada pour permettre aux élèves d'obtenir des crédits d'études secondaires dans le cadre du nouveau programme d'attribution de crédits externes de l'Île-du-Prince-Édouard. Il est important de reconnaître la participation de nombreux élèves à des activités communautaires favorisant l'acquisition de connaissances pratiques qui viennent enrichir l'expérience éducative.

Un crédit externe sera accordé pour tous les cours, programmes et activités qui font l'objet d'une évaluation et qui respectent ou dépassent les normes provinciales en matière d'enseignement secondaire.

Le programme a pour objet d'offrir une plus grande latitude pour répondre aux exigences relatives à l'obtention d'un diplôme en accordant aux élèves du secondaire des crédits pour des cours reconnus qu'ils ont suivis à l'extérieur du réseau public. Les crédits externes figureront sur le relevé de notes des élèves.

Le ministère de l'Éducation et du Développement de la petite enfance assume la direction d'un comité d'examen des crédits d'études externes. Ce comité, auquel les prestataires de programmes externes sont invités à se joindre, regroupe des représentants des trois commissions scolaires et de la Prince Edward Island Teachers' Federation.

Les organismes communautaires qui souhaitent agir à titre de prestataires de programmes externes peuvent soumettre leur candidature dès maintenant au ministère de l'Éducation et du Développement de la petite enfance.

Histoire et culture

En mars 2012, la province a souligné l'héritage de George Coles et la création de la Free Education Act (loi sur l'enseignement gratuit). Cette importante célébration soulignait la 160e année d'enseignement gratuit à l'Île-du-Prince-Édouard.

La Free Education Act a reçu la sanction royale le 3 avril 1852. Il s'agissait d'un événement révolutionnaire pour l'Île-du-Prince-Édouard, qui est devenue la première des anciennes colonies britanniques à offrir une éducation publique gratuite à tous.

Avant 1852, le système d'éducation était sous-développé et manquait de fonds. La qualité de l'enseignement laissait à désirer, même si le gouvernement l'évaluait régulièrement. D'ailleurs, les salaires des enseignants étaient peu élevés et ceux-ci n'étaient pas payés régulièrement, ce qui dissuadait souvent les meilleurs instructeurs de venir enseigner à l'Île. En 1851, mécontents de l'éducation, les gens ont commencé à faire pression sur le gouvernement pour changer la situation.

Cette vague de réforme était menée par George Coles, le tout premier premier ministre de l'Île et le mieux connu. Jeune enfant, George Coles fut peu instruit, mais il a rapidement pris de l'importance à titre de riche entrepreneur avant de se lancer en politique.

En 1851, lors de la troisième séance de la dix-huitième assemblée générale, l'on a formé un comité spécial sur l'enseignement gratuit; le public a manifesté son appui en soumettant 53 pétitions l'année suivante, lors de la quatrième séance.

Le 18 mars 1852, la Free Education Act fut déposée à la Chambre d'assemblée. Le projet de loi fut ratifié à sa troisième lecture le 1er avril 1852, et la sanction royale fut accordée par le lieutenant-gouverneur deux jours plus tard.

La nouvelle loi a rendu l'enseignement accessible à tous, y compris aux enfants des membres de la classe ouvrière. À partir de ce moment, les enseignants bénéficiaient d'une sécurité d'emploi, et la construction des écoles et leur entretien étaient financés par les taxes locales. Deux ans après l'adoption de la loi, le nombre d'élèves avait déjà doublé.

La Free Education Act était une mesure législative des plus importantes. Elle a permis à l'Île-du-Prince-Édouard de devenir la première des anciennes colonies britanniques et la première province du Canada à créer un système scolaire public et accessible. C'est de cette loi qu'a découlé la tradition d'éducation publique de qualité au Canada.

Les élèves peuvent découvrir une histoire de culture à saveur historique grâce à un DVD d'une pièce de théâtre portant sur l'histoire des Noirs de l'Île-du-Prince-Édouard.

Un nouveau DVD de la pièce The Old Stock fait maintenant partie du programme d'histoire afin d'aider les élèves à découvrir une partie importante de l'histoire de l'Île. Cet outil éducatif aidera les élèves à mieux comprendre l'histoire des Noirs de l'Île-du-Prince-Édouard et à apprécier davantage la diversité culturelle de notre province.

En avril 2011, des classes ont eu l'occasion d'assister à une représentation de la pièce The Old Stock dans le cadre de leur cours de sciences humaines. The Old Stock est une pièce de Ron Irving et Harry Baglole, mettant en vedette de la musique de Scott Parsons, un auteur-compositeur et interprète primé. Sean McQuaid, auteur et producteur, s'est joint au réalisateur Brian Pollard, aux éducatrices Bethany Doiron et Laura Ann Noye et à un groupe d'acteurs et de musiciens diversifié sur le plan culturel pour former The Old Stock Players. Leur but est d'instruire et de divertir grâce au théâtre.

C'est du livre de Jim Hornby, Black Islanders, que proviennent d'importants détails historiques de la pièce. The Old Stock raconte l'histoire d'une future mariée de l'Île qui découvre que l'histoire de ses ancêtres est beaucoup plus intéressante qu'elle ne le pensait. Cette découverte lui fait vivre un périple qui lui permet de mieux connaître l'histoire peu connue des premiers Noirs à s'être établis à l'Île.

Strategic Plan

Values, Mission, Principles, and Goals

Vision Statement

Prince Edward Island is a place where learning is highly valued. All individuals have the opportunity to develop their full social, intellectual, economic, cultural, and physical potential.

The Department of Education and Early Childhood Development is the leader in ensuring equitable opportunities for lifelong learning.

Mission Statement

Our mission is to provide leadership in the pursuit of excellence, and to create effective learning opportunities for all.

We are responsible for acceptable results in the following areas:

- Quality of legislation, regulation, and policy
- Quality of programs and services
- Public and client satisfaction
- Accessibility and equity of programs and services
- Employee satisfaction

Guiding Principles

Values, beliefs, and principles are the foundation for leadership and decision-making within the organization.

The Department of Education and Early Childhood Development believes that an informed and knowledgeable citizen is critical for a vibrant, democratic society.

We value:

- Our human resources
- Public service
- Timely and relevant communication
- Innovation and creativity
- Delivery of high-quality services
- Honesty and respect

We believe that:

- Responsibility for learning is shared among individuals, families, and communities
- Everyone has a right to learn
- Learning occurs in many different ways, in many different places, and at many different ages
- All learners have the right to access learning opportunities to enable them to reach their potential

Organizational Principles

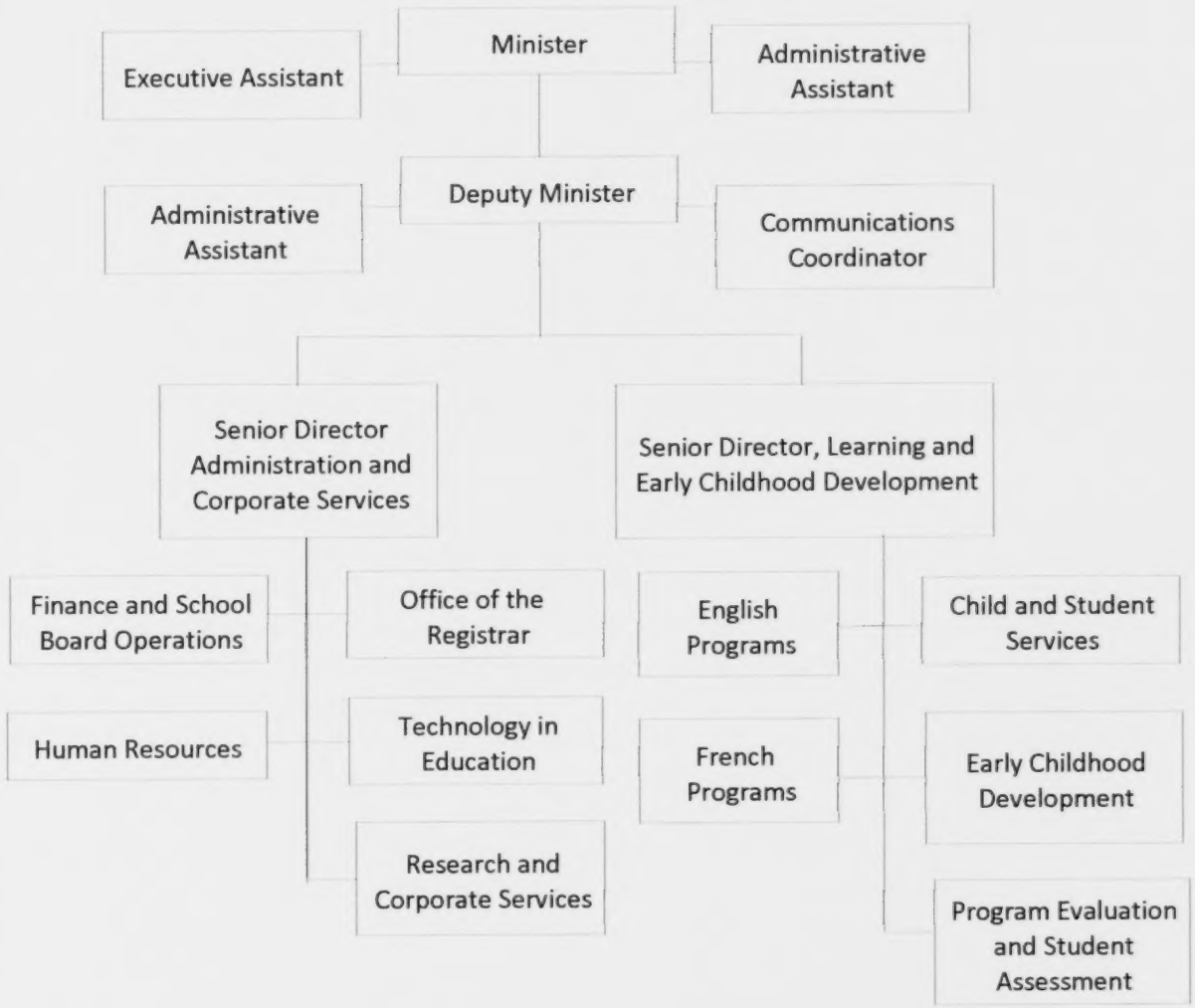
Our values and beliefs are reflected in organizational principles which are vital to a healthy work environment.

- The mission statement for the Department of Education and Early Childhood Development will form the basis for decision-making.
- The divisional roles and responsibilities must be clearly reflective of the department's vision, mission, values, and beliefs.
- The roles and responsibilities of individuals in the department will be clearly defined.
- The accountability framework for the department will include a monitoring system for measuring results.
- A good communication plan is essential for a well-functioning workplace. It must include timely information, flowing across the organization. Ensuring there is a two-way flow of information among all levels of the department is essential.
- Employees are encouraged to provide input on all department issues. Employees play an integral part in developing and maintaining a positive departmental image. An informed staff is a critical communications agent.
- Every individual in the department recognizes the value of teamwork and will be encouraged to take advantage of opportunities for working together. Cooperation means respect for others. The department will promote an atmosphere for the creative exchange of information and ideas.
- Staff initiative and empowerment to complete the job at hand is critical for success. The department will provide training and professional development opportunities for staff to develop their skills and abilities.
- Cooperation among partners in lifelong learning is fundamental to the success of our mission.

Goals of the Department of Education and Early Childhood Development

- Improve lifelong learning outcomes in PEI.
- Improve public and client satisfaction with department programs and services.
- Improve employee satisfaction.
- Increase collaboration and influence on education partners, departments, governments, and institutions who have an impact on our clients.
- Improve accountability.

ORGANIZATIONAL CHART 2011-2012



MINISTER'S ROLES AND RESPONSIBILITIES

The Minister shall:

- Define the goals, standards, guidelines, policies and priorities applicable to the provision of education in Prince Edward Island.
- Research and assess changing needs, trends and approaches in education and develop and implement strategic plans.
- Provide leadership and coordination in developing curriculum, define curriculum, articulate curriculum standards and assess and evaluate programs at each level.
- Establish expected outcomes and standards of performance and assess the extent to which outcomes are achieved and standards are met.
- Establish policies for the provision of special education services.
- Establish rules respecting the granting of credits, provincial certificates and diplomas.
- Establish the school calendar in accordance with the regulations.
- Establish an accountability framework for the school system.

The Minister may:

- Approve and establish courses of study, including the amount of instruction time.
- Approve educational programs and instructional material for use in the schools and educational resource materials in support of educational programs.
- Prohibit, where the minister considers it necessary, the use of educational programs or instructional materials in schools.
- Approve the conduct of pilot, experimental or local programs in schools.
- Establish such policies respecting educational services as the minister considers necessary.
- Establish policies respecting the assessment and evaluation of students.
- Establish classes and categories of instructional licenses and authorizations to substitute for teachers.
- Determine the number and type of positions in each school board.
- Take such actions as the minister may consider necessary for the purpose of carrying out the minister's powers, responsibilities or functions under the *School Act*.

DEPUTY MINISTER'S ROLES AND RESPONSIBILITIES

As a member of the Deputy Ministers' Council within government, the Deputy Minister is responsible to the Premier and to the Minister of Education and Early Childhood Development. The Deputy Minister provides leadership in achieving high quality legislation, programs, and policies in public education and early childhood development.

- Quality of legislation, regulation, and enforcement of all acts assigned to the department.
- Quality of programs and services in public education and in continuing education and training.
- Quality of policies in public education and in continuing education and training.
- Public satisfaction with the department's performance.
- Client satisfaction with the department's programs and services.
- Quality of educational and other departmental outcomes.
- Impact of the department's programs and services on educational, economic, social, and cultural outcomes.
- Cost effectiveness of the department's programs and services and the condition of the department's finances.
- Employee satisfaction and performance.
- Occupational health, welfare, and safety of department employees.
- Condition of the department's physical assets.

LEGISLATIVE RESPONSIBILITY

Legislation

Legislation administered by the Department of Education and Early Childhood Development, for which our minister is responsible, includes:

- *Child Care Facilities Act*
- *Island Regulatory and Appeals Commission Act* (IRAC)
- *School Act*
- *Teachers' Superannuation Act*

Approved Minister's Directives

The following directives were approved during the reporting period:

MD No. 2011-03

School Calendar for 2011-2012 School Year

MD No. 2011-04

School Board Staffing and Funding Program for 2011-2012 School Board Fiscal Year
(Supersedes MD No. 10-05)

MD No. 2011-05

Terms of Employment for Non-Instructional Substitutes
(Supersedes MD No. 10-06)

MD No. 2012-01

School Calendar for 2012-2013 School Year

MD No. 2012-02

Directive for the Acceptable Use of Communication and Information Technology
(Supersedes MD No. 10-02)

ROLES OF DIVISIONS

Administration and Corporate Services Branch

The Administration and Corporate Services Branch is responsible for the financial and administrative aspects of the department mandate. Services include general and financial administration, school board operations, teacher certification, research, policy and strategic planning, technology support, and human resources.

Finance and School Board Operations

The Finance and School Board Operations division provides administrative and financial support services to the department and public school system. The division also manages and provides support and advice regarding teacher pensions. Areas of responsibility include budget development and control, accounting, purchasing, provisioning texts and materials through the learning materials centre, managing the school construction and capital repair program, and processing payroll for the school system.

Certifications and Standards (Registrar)

The Certifications and Standards section issues teacher licenses and looks after matters regarding teacher certification, substitute teacher and early childhood educator authorization, educational assistant authorization, and upgrades for teachers. The registrar also carries out inspections of private schools.

Technology in Education

The Technology in Education (TIE) section is responsible for providing support and services for Communication and Information Technology (CIT) to public schools, the department and school boards.

Research and Corporate Services

The Research and Corporate Services section provides guidance, advice and support to the department and to educational partners in applied research, strategic planning, policy and program analysis, legislative coordination, performance measurement, data and recorded information management, and the *French Language Services Act* and *Freedom of Information and Protection of Privacy Act*.

Human Resources

The Human Resources section provides services to the department in the administration of staffing, classification, personnel, payroll, collective agreements and professional development. The section is responsible for development and training, performance development, and human resource policy and planning.

Learning and Early Childhood Development Branch

The Learning and Early Childhood Development Branch has the responsibility to develop and deliver high quality programs and curriculum in both English and French to Island children from birth to the end of Grade 12. It also provides the support and services necessary to enhance programs and curriculum.

English Programs

The English Programs division is responsible for providing leadership, coordination, and support in the development of quality English language curricula, as well as, support services, and resources for teachers and students in Grades K to 12.

Child and Student Services

The Child and Student Services division provides learning supports and services to students, their families, and teachers in the public school system. It works closely with school boards, and partners with other government departments and community organizations on student services issues and initiatives.

French Programs

The French Programs division provides leadership, coordination, and support in the development, in-service, and maintenance of quality curriculum programs, support services, and resources for French First Language, French Immersion, Intensive French, Core French, and Enhanced French programs for students from Grades K to 12 in the Prince Edward Island public school system. The division also provides opportunities for teachers and students to promote French education.

Program Evaluation and Student Assessment

The Program Evaluation and Student Assessment section is responsible for the development and administration of the provincial Common Assessment program, as well as, regional, national and international student assessment programs and activities. The section provides guidance, advice and support in the areas of student assessment and program evaluation to the department and to educational partners.

Early Childhood Development

The Early Childhood Development section provides policy and funding advice to ensure Island children have a high quality learning experience in the early childhood sector. This section is responsible for the Preschool Excellence Initiative, early childhood curriculum development, early literacy, healthy child development, early childhood coaching support, administers the direct funding program, the special needs funding program, and the Best Start program. As well, this section administrates the *Child Care Facilities Act*, including the certification of early childhood educators, licensing and inspections of early childhood programs, and provides resource support to the Child Care Facilities Board and Children's Secretariat.

Communications

The Communications Coordinator reports to the Deputy Minister and works with all divisions and sections to ensure consistent information is communicated throughout the department and to the public. This position is responsible for planning, implementing, and evaluating a broad range of communications activities for the department and for government. This position also coordinates events and announcements related to department programs and initiatives.

DEPARTMENT PERFORMANCE AGAINST ORIGINAL BUDGET

PEI Department of Education and Early Childhood Development
Performance Against Original Budget, 2011-2012

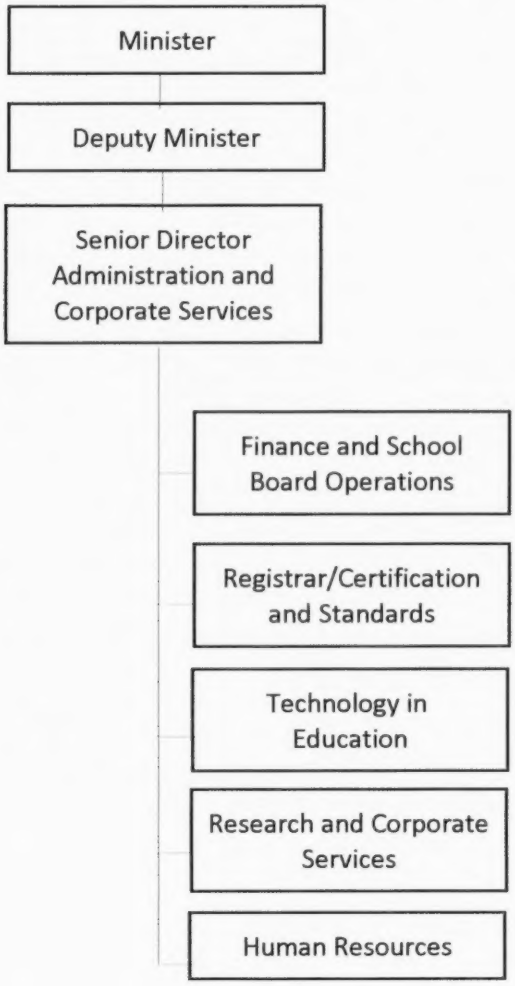
BUDGET AREA	BUDGET, 2011-2012	ACTUAL, 2011-2012
Finance and School Board Operations	$202,120,100	$197,310,900
Learning and Early Childhood Development	$11,827,900	$11,064,400
English Programs	$3,051,800	$3,160,100
French Programs	$1,911,500	$2,128,300
Child and Student Services	$6,906,200	$6,822,300
Technology in Education	$1,010,100	$946,400
Joint Consortium for School Health	$500,000	$675,600
Total Department	$227,327,600	$222,108,000
Revenue – All Sources	$6,834,300	$4,688,700
Net Department Budget	$220,493,300	$217,419,300
Other Budget Responsibility		
Island Regulatory and Appeals Commission	$1,385,900	$1,400,300

PEI Department of Education and Early Childhood Development
Performance Against Original Budget, Capital Budget, 2011-2012

CAPITAL BUDGET	BUDGET, 2011-2012	ACTUAL, 2011-2012
School Construction / School Repairs	$10,231,000	$11,641,200
Bus Replacement	$1,450,000	$1,464,400
Department Capital Budget	$11,681,000	$13,105,600
Revenue	$0	$500,000
Net Department Capital	$11,681,000	$12,605,600

DIVISION AND SECTION PROFILES

ADMINISTRATION AND CORPORATE SERVICES BRANCH ORGANIZATION CHART



ADMINISTRATION AND CORPORATE SERVICES BRANCH

Role of Branch

The Administration and Corporate Services Branch is responsible for the financial and administrative aspects of the department's mandate. Services include general and financial administration, school board operations, teacher certification, research, policy and strategic planning, technology support, legislative review, and human resources. The branch carries out its work through one division and four sections:

- Finance and School Board Operations division.
- Certifications and Standards (Office of the Registrar).
- Technology in Education section.
- Research and Corporate Services section.
- Human Resources section.

Main Areas of Responsibility

- Financial management, including budgeting, accounting, procurement, and payroll.
- School board staffing and funding.
- School construction.
- School board relations.
- Teacher certification.
- Early childhood promotion and policy development.
- Technology integration in curriculum.
- Human resource support for the department and school boards.
- Records management.
- Statistical analysis.
- Legislation.
- Freedom of Information and Protection of Privacy (FOIPP).
- Strategic planning and policy development.

FINANCE AND SCHOOL BOARD OPERATIONS DIVISION

Role of Division

The Finance and School Board Operations division provides administrative and financial support services to the department and public school system in compliance with legislation and established government and departmental policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school board payroll support, the School Construction and Repair program, and liaison with school boards. The division also provides support services and advice on matters of a financial or administrative nature to all other divisions and to school boards in carrying out their mandate.

Fiscal Year	2008-2009	2009-2010	2010-2011	2011-2012
Human Resources (FTE)	21	22	22	22
Administration	$2,026,217	$2,180,800	$2,569,828	$2,175,000
PLMDC	$1,580,186	$1,427,200	$1,252,900	$985,200
Grants to School Boards	$170,012,492	$183,744,600	$188,643,220	$193,377,800
Total	$173,618,895	$187,352,600	$192,465,980	$196,538,000

Main Areas of Responsibility

- The division provided leadership in developing, analyzing, and monitoring the department's capital and operating budgets.
- The division provided funding for school construction and repair projects.
- The division coordinated the purchase of 17 school buses.
- The division provided detailed financial analysis and support for the operation of the Preschool Excellence Initiative.

Goals of the Finance and School Board Operations Division
▸ Improve the quality of service to internal and external clients.
▸ Improve accountability between school boards and the Minister.
▸ Ensure the department meets its budget targets.

Activities

- The department expended $5,220,000 less than the revised budget, and collected $2,145,600 less revenue than initially budgeted.
- The division coordinated a departmental cost containment exercise and a three year budget management plan.
- The division initiated and implemented the work plan for amalgamating the two English language school boards.
- Leadership was provided to the Department Management Team in the development of the annual capital and operating budgets.
- Professional development and training opportunities for employees were supported.
- The division participated in regularly scheduled meetings of senior management groups and business directors of the three school boards and the Department Management Team. This resulted in improved information exchange and open communication lines.
- Divisional staff served on national, regional, provincial, and departmental committees.
- The annual procurement of new school buses was coordinated.
- Divisional staff participated in collective bargaining sessions with the Canadian Union of Public Employees (CUPE).
- School construction and repair projects were coordinated.
- School board staffing and funding projects were developed.
- Divisional staff led the Education Sector Pension Plan committee.
- Divisional staff participated on the PEI Master Trust Committee.
- Divisional staff participated on the PEI Teacher's Superannuation Committee.
- Divisional staff implemented a school inspection program whereby all schools received an inspection to determine the overall health and safety of the school infrastructure. This inspection program lead to significant repairs for Morell Consolidated, Bluefield High, and École Évangéline. The program also lead to the replacement of Spring Park School.

CERTIFICATIONS AND STANDARDS SECTION (REGISTRAR)

Role of the Registrar

Applications for a PEI teacher's license are evaluated by the Registrar and assigned certificate levels according to the criteria outlined in Certification and Standards Board policies. Teachers seeking upgrades in their certificate level must apply to the Registrar. Authorizations to Substitute for a Teacher, both certified and non-certified, are issued by the Registrar. Recognition of teaching service outside of the PEI public school system as well as substitute service and service across the three school boards is tracked and calculated by the Registrar. School Board Reports containing information on total service years and certificate levels are generated by the Registrar and are used by school boards to place teachers at the commensurate level on the pay scale. Information provided to the school boards by the Office of the Registrar supports hiring, recruitment, employment, and payroll. Maintaining records on the suspension and cancellation of teachers' licenses in conjunction with the Interjurisdictional Protocol (1999) falls under the mandate of the Registrar on behalf of the Minister. The Registrar liaises with Registrars for Teacher Certification in the other Canadian provinces and territories. This is to ensure labour mobility of the teacher workforce within Canada in compliance with the Agreement on Internal Trade (AIT) and from outside Canada in accordance with the Pan-Canadian Framework for the Assessment and Recognition of Foreign Qualifications. Projects and initiatives of the Registrars for Teacher Certification, Canada (RTCC) which falls under the Council of Ministers of Education (CMEC), are supported by the Registrar. The Registrar supports the Chair of the Certification and Standards Board in organizing and preparing the semi-annual meetings of the Board and in preparing policy recommendations made by the Board for the Minister's approval. The Registrar works with department staff to ensure that the pertinent legislation is aligned with new policies that are proposed. Verification of the credentials of regular educational assistants and of substitute only educational assistants is carried out by the Registrar on behalf of the school boards. The role of conducting annual inspections of the Island's licensed K-12 private schools has been assigned to the Registrar. Teachers seeking license to work at the Canadian International School in Tokyo must apply to the PEI Registrar.

Major Achievements

- The spring meeting of the Registrars for Teacher Certification, Canada was hosted this year by the PEI Registrar from June 21-23, 2012. This national meeting offered the opportunity to showcase the department's new location in the Holman Building in Summerside.
- In conjunction with the national meeting of registrars held in Summerside, the PEI Registrar organized a Professional Development Day for School Administrators on June 20, 2011. Presenters included Dr. Michael Salvatori, Registrar of the Ontario College of Teachers, who spoke about the College's Professional Advisory on the Use of Electronic Communication and Social Media. Kit Kreiger, Registrar for the BC College of Teachers presented on the topic of establishing Standards for the Education, Competence and Professional Conduct of Educators.

- The PEI Registrar has continued involvement as a member of the Language Proficiency Sub-Committee directing the work of a major $2.2 million dollar HRSDC funded project of the National Registrars and the CMEC. The main deliverable will be a Web-Based Language Proficiency Tool in French and in English for internationally educated teachers whose first language is neither English nor French. On May 9, 2011, the PEI Registrar hosted a consultation meeting made up of Island educational stakeholders by the lead consultant group for the project, the Directions team. Besides participating in teleconferences and working meetings throughout the year, the Registrar hosted a teleconference this fall involving project researchers from Directions and Island teachers. During the teleconference, Island teachers were asked to provide information on how they use language in the classroom. The teleconference was followed up during the last week of October by a visit from Directions researchers who conducted classroom observations in various Island schools to determine if the language used by teachers actually supports the research and the language benchmarks developed as part of the project. The Web-Based Language Proficiency tool will be a valuable resource for ensuring that all teachers who are certified have the required proficiency to be an effective teacher. This tool will provide common results and the ability to set a common standard for teacher regulators across Canada.
- This year the PEI Registrar applied for and received funding through the Foreign Qualifications Recognition section of the Department of Innovation and Advanced Learning to support a major project in the area of foreign credential recognition. The project, entitled Welcoming Internationally Educated Teachers to the PEI Teacher Workforce, will result in the development of the capacity of the Office of the Registrar to assess applications from foreign educated teachers from a variety of different countries as well as to provide accurate information to internationally educated teachers on licensing and transitioning to the PEI public school system. With this funding, the department was able to hire a full-time researcher for a period of one year. The deliverables of this project include: a resource guide for the Office of the Registrar containing Country Profiles for 16 countries, a resource guide for internationally educated teachers on how to apply for a PEI teacher's license and on how to locate resources to support their transition into the PEI public school system, FAQ sheets available on the website for applicants from 16 different countries on how their credentials will be assessed in PEI, and a resource centre with references materials on recognizing the credentials of internationally educated applicants.
- Authorizations of Substitute Teachers (CSB 11-10) policy went through full implementations this September which raised the minimum requirement of a non-certified substitute teacher from one year of post-secondary to three full academic years of university study. Provision is made in the policy whereby holders of a trades qualification in automotive, welding, carpentry or cooking may also qualify as substitutes for teachers in these areas. A special provision was included in this policy for the creation of a Local Permit in situations where shortages of substitute teachers are evident. The availability of substitutes was closely monitored throughout the year whereupon it was discovered that this new requirement caused little or no hardship or shortages to the boards. Only 11 Local Permits were requested by school boards this year.

- Issuance of a Teacher's Certificate (CSB 11-09) policy codifies the practice of requiring statements of professional standings from jurisdictions where applicants for a PEI Teacher's Certificate completed their teacher education program as well as from all jurisdictions where they have been certified to teach. Language proficiency requirements in either French or English are defined in this policy as well. Finally, this policy introduced the requirement of a satisfactory criminal background check as a condition of certification. This policy aligns PEI with certification legislation and policies in the other Canadian jurisdictions.
- Minimum Requirements of an Acceptable Pre-Service Teacher Educated Program for the Issuance of an Academic Teacher's Certificate (CSB 11-12) policy was signed by Minister MacIsaac in January 2012. It outlines the acceptable minimum duration, content areas, practicum requirements of a pre-service teacher education that will be recognized for certification in PEI.
- Assignment of an Additional Designation in Inclusive Education (CSB 11-11) policy grew out of the recommendations of a special provincial committee that was struck to define the qualifications that should be attributed to resource and special education teachers in our schools. Suggested desirable course work and/or credentials were included in this policy which will permit a teacher to apply to the Registrar for a special designation attached to their Teacher's Certificate. This policy will provide prospective resource teachers with a pathway to follow should they wish to pursue course work and/or credentials that will qualify them as resource teachers. It will also assist board-based human resources personnel and school principals in identifying those teachers who possess the necessary educational background to assume a position as a resource teacher or as a special education teacher.

Goals of the Certifications and Standards Section

- Ensure high standards of instructional staff certified and/or authorized to work in PEI K-12 schools.
- Ensure policy and legislation are aligned while supporting high standards.
- Ensure service to clients that is consistent and transparent.
- Ensure compliance with labour mobility and standards around foreign credential recognition.
- Improve efficiency of workflow in the Office of the Registrar.

Activities

- An overall total of 497 PEI Teacher's Certificates were issued this year by the Office of the Registrar. Of this total, 88 were issued to UPEI Bachelor of Education graduates and 144 were issued to applicants from outside of PEI. Applicants who completed teacher education programs outside of PEI was up from 103 applicants last year. Only one Conditional Letter of Eligibility was issued to an applicant who was waiting for a work visa. This year eight new certificates were issued to teachers hired to teach at the Canadian International School in Tokyo. A total of four certificates were issued to applicants who qualified for a Career and Technical Education Certificate which qualifies them to teach in senior high automotive, carpentry, welding, and cooking classes.
- Teachers continue to apply for renewal of expiring licenses. This year 175 Teacher Certificates were renewed. These renewed certificates were issued to teachers whose licenses had expired prior to August 2010 when the *School Act* was amended and the Interim Certificate was eliminated. There have been great strides made in the last two years to ensure that teachers are not working under an expired license. This total of 175 is down from 374 certificate renewals last year.
- There were 75 upgrades in certification issued this year to teachers who applied. This is down by almost half as compared to last year. This total included 57 upgrades to an Academic Teacher's Certificate 6, 11 upgrades to an Academic Teacher's Certificate 5-A and seven upgrades to an Academic Teacher's Certificate 5.
- Letters of Authority are issued when a certified candidate suitable for a teaching assignment cannot be found after a board has advertized the position locally, regionally and nationally. This year, four Academic Letters of Authority were issued in response to requests from school boards who were experiencing difficulty locating qualified, certified teachers. In three instances, these temporary licenses were issued to fill positions in a French classroom while one was issued to an individual filling in for a certified school counselor.
- The Office of the Registrar continues to support the transition of Kindergarten teachers into the public school system. This year 77 out of 83 Kindergarten Teacher Letters of Authority were renewed. This indicates that 93% of kindergarten teachers have continued working towards completion of their bachelor of education (kindergarten) program at UPEI.
- Two Allied Work Experience Recognition applications from kindergarten teachers were evaluated and years of service were awarded bringing the total up to 66. These applicants will receive service recognition once they have completed their bachelor of education program (kindergarten) and become fully certified. A total of eight applications for Allied Work Experience Recognition were reviewed and approved by the Registrar.

- An overall total of 250 Authorizations to Substitute for a Teacher were issued this year. Authorizations to Substitute Teach were issued to 60 certified teachers. Certified teachers are only required to apply once for an initial authorization. Teachers who are working on completing a teacher education program are given a designation of NC-5. This year a total 14 education students applied and were issued NC-5 authorizations to work as substitute teachers. This school year saw the introduction of the requirement that a non-certified substitute for a teacher must have completed a minimum of three full academic years at the university level or the equivalent of 90 credit hours to qualify. We issued 140 authorizations to applicants who hold at least one four-year undergraduate degree and 25 to applicants who have completed three full years of university. Temporary Local Permits were issued where school boards demonstrated that they had a shortage of substitute teachers in a particular subject area. A total of 11 temporary Local Permits were issued; mainly in the area of French language education. The holder of a Temporary Local Permit to substitute for a teacher must demonstrate that they have completed a minimum of one full year of post-secondary study.
- The Registrar continued this year to verify the credentials of individuals seeking work as educational assistants in the PEI school boards. A total of 97 verifications were issued. The Registrar verified the credentials of 81 applicants to work as Substitute Only Educational Assistants which includes individuals who hold a minimum of Grade 12. Beginning in November 2011 and with the signing of the new Collective Agreement between CUPE Local 3260 and the Education Negotiating Agency in order to receive a Regular Educational Assistant Authorization, applicants must have completed, at minimum, an approved two year post-secondary program in human services. Authorizations based upon work experience have been eliminated. Of the 16 Regular Education Assistant Authorizations, the majority would have been issued based upon an educational credential.
- In June 2011, the Registrar paid a visit to the Island's two private K-12 schools, Immanual Christian and Grace Christian Baptist schools to conduct an annual inspection.

TECHNOLOGY IN EDUCATION SECTION

Role of Section

The Technology in Education (TIE) section is responsible for providing leadership, coordination, and support in the development, in-service, and maintenance of Communication and Information Technology (CIT) curriculum programs. This includes courses that are CIT specific and curriculum development in collaboration with subject curriculum specialists where integration can be used to satisfy both core subject outcomes and CIT outcomes.

Fiscal Year	2008-2009	2009-2010	2010-2011	2011-2012
Human Resources (FTE)	8	8	8	8
Total	$1,129,133	$1,098,119	$1,063,520	$946,401

Major Achievements

- The Grade 7 CIT integration guide, Un Voyage, was developed.
- A total of 13 e-learning courses were offered to 29 French First Language and 42 English students. These courses were provided by the New Brunswick Department of Education.
- A total 250 short throw LCD projectors were provided for elementary and intermediate classrooms. Additional funds were provided to school boards to ceiling mount existing LCD units.
- A total of 30 SMART Boards and 15 LCD's were provided to classrooms through new construction, partnerships with the Mi'kmaq Confederacy of PEI, and special projects at the intermediate and elementary levels.
- New school images were created and tested, and will be installed in schools in the fall of 2012.

Goals of the Technology in Education Section
▸ Improve client satisfaction.
▸ Improve the quality of curriculum support.
▸ Improve the quality of policies and standards.
▸ Improve the quality of research and evaluation.

Activities

- Provided support to more than 1,000 teachers from all PEI public schools.
- Assistive technology support services were provided to 251 teachers and educational assistants in 42 schools.
- An intermediate technology module on desktop publishing using MS Publisher 2007 was implemented.
- The kindergarten CIT integration guide, Un Voyage, was implemented.
- Computer Science 621A curriculum and learning resources were implemented.
- The Minister's Directive on the acceptable use of Communication and Information Technology was revised.
- Strategies and activities in the Communication and Information Technology in the Public School System Strategic plan were updated.
- Three routers and 50 switches were purchased to enhance network performance in intermediate schools to support curriculum initiatives. This equipment was in addition to resources provided by IT Shared Services.
- Video editing equipment was provided to senior high schools to support the Creative Multimedia CMM801A program.
- School Site Technical Contact (STC) employees participated in a full day professional development session and in a number of specific-topic training sessions.
- A STC meeting was held to enhance communication between schools, school boards, IT Shared Services, and the Department of Education and Early Childhood Development.
- Staff offered 10 summer workshops that were attended by 107 teachers and administrators.
- In total, 1,164 high school students participated in 45 sections of CIT-related courses throughout Island high schools.
- Services were provided for an Internet Café at the PEI Teachers' Federation convention.

RESEARCH AND CORPORATE SERVICES SECTION

Role of Section

The Research and Corporate Services section provides support, guidance, and advice to the department and to educational partners in the areas of applied research, performance measurement, survey work, data management, recorded information management, legislation, privacy matters, access to information, and copyright. The section fulfills the department's responsibility in provincial regional and national data collection initiatives that compare education systems across Canada and internationally. The section also coordinates the development of legislation in which the department is responsible for and supports the department's compliance with the *Freedom of Information and Protection of Privacy Act*, the *Archives and Records Act,* and the *French Language Services Act*. In addition, the section is responsible for overseeing and coordinating corporate projects such as the department's Annual Report, Business Continuity Management Plan, the School Staff Annual Flu Vaccine project, and the departmental Website.

Note: Human resource and budget information for the Research and Corporate Services section are included in the Finance and School Board Operations division.

Major Achievements

- Assumed responsibility for administering the Provincial Student Record Database (Trevlac) and began determining data quality for some fields, identifying potential indicators and working with clients to provide original data sets.
- Implemented a unique student identifier which will allow for student tracking from high school to postsecondary education and training programs across the three Maritime provinces and potentially across Canada. This was done in collaboration with Innovation and Advanced Learning, school board superintendents, representatives from K-12 and postsecondary departments in the three Maritime provinces, and the Maritime Provinces Higher Education Commission (MPHEC). With time the student tracking data will allow for analysis on student mobility, persistence and success.

Goals of the Research and Corporate Services Section
▸ Promote sound information management practices.
▸ Provide accurate and timely information/responses to clients within and outside of the provincial education system and across government.
▸ Support policy, planning, and research initiatives.
▸ Ensure compliance with the Freedom of Information and Protection of Privacy Legislation.
▸ Ensure the legislative framework supports the departments objectives.

Activities

The Research and Corporate Services Section undertook a range of activities that included research development and coordination, data analysis and reporting, the facilitation of policy and planning initiatives, and responding to legislative matters.

Surveys, Reports and Requests

- Responded to numerous provincial and regional requests for PEI education-related data and indicators, including enrolments (by board, grade, school, gender), student-educator ratios, and graduates.
- Completed data submissions and verification for three national and one international data reporting initiatives: Scientific Activity Survey (Statistics Canada); Elementary Secondary Education Statistics Program (Statistics Canada); Network for Education System Level Indicators 2010 and 2011 (Organization for Economic and Cooperative Development).
- Provided verification of P.E.I. indicators for the Pan-Canadian Education Indicator Program for inclusion in Education Indicators in Canada: An International Perspective (CMEC and Statistics Canada) and in Education at a Glance (Organization for Economic and Cooperative Development).
- Worked with the Provincial Senior High Working Group to identify and provide relevant first-time data sets from the provincial Student Record Database.
- Coordinated the development and publication of the department's 2010-2011 Annual Report.
- Provided support to several survey initiatives in the areas of Early Learning Centres, Autism Funding, and Technology in Education. Supports included survey review, on-line survey development, data management, and data analysis and reporting.

Policy, Planning and Support

- Represented the Department on the Provincial Student Record Management Steering Committee, the PEI Chapter of ARMA (an international organization of records and information management professionals), the Provincial Business Continuity Coordinating Group, and the Provincial Special Needs Advisory Committee.
- Chaired the Department Website Committee and participated in the membership of the Department Social and Wellness Committee and the Department Occupational Health and Safety Committee.
- Provided support to a number of initiatives across government and the learning system that included coordinating the printing and delivery of the PEI High School Graduation Certificates for the Office of the Minister, coordinating seasonal flu vaccinations for school staff across the Island, and representing the department as Appointments Coordinator for the Island Regulatory Appeals Commission and the Child Care Facilities Board.
- Revised and provided support to initiatives including coordination of the department's Employee Development Fund.
- Completed the first three phases of the department's Business Continuity Management Plan which assists the department in preparing for and responding to a range of situations that threaten the delivery of critical programs and services.

Legislative Coordination and Compliance

- Provided advice to departmental staff on creating and revising intake and consent forms to ensure compliance with the *Freedom of Information and Protection of Privacy Act*.
- Received 6 new Access to Information requests, and dealt with other related requests to the mutual satisfaction of clients and the department.
- Developed the department's legislative work plan.
- Co-ordinated legislative matters impacting the *School Act* and *Student Transportation Regulations*.
- Continued the development of the *Early Learning and Child Care Regulations* in support of the new *Early Learning and Child Care Act*.

Recorded Information Management

- Provided advice and assistance to staff on managing records, creating files according to the departmental Classification Plan and Retention Schedule, transferring semi-active files to the Provincial Records Centre for long-term storage, and disposing of inactive files.
- Liaised with the Provincial Archives and Records Office and the Provincial Records Manager on the Tobacco Litigation Legal Hold. Communicated protocols to staff on the handling and preservation of paper and electronic records in response to the Tobacco Litigation Legal Hold.
- Sent 47 boxes of non-record material for destruction in 2011, and prepared 12 boxes of records scheduled for destruction in 2011. Destruction of the 12 boxes of records were withheld in 2011 due to the Tobacco Litigation Legal Hold.

HUMAN RESOURCES SECTION

Role of Section

The Human Resource section provides a systematic process for identifying the human resource requirements for the Department of Education and Early Childhood Development to support fulfillment of the vision, business objectives and strategic goals. Specific services provided to the department include administration of staffing, classification, personnel, payroll, collective agreements, and professional development. The section is responsible for development and training, performance evaluation, human resource policy and planning, human resource metrics, as well as, chairing the Workplace Wellness Committee, the Departmental Staff Day Committee and the Employee Development Fund Committee. Departmental Human Resource staff provides advice and coordination to specific provincial initiatives related to the education system.

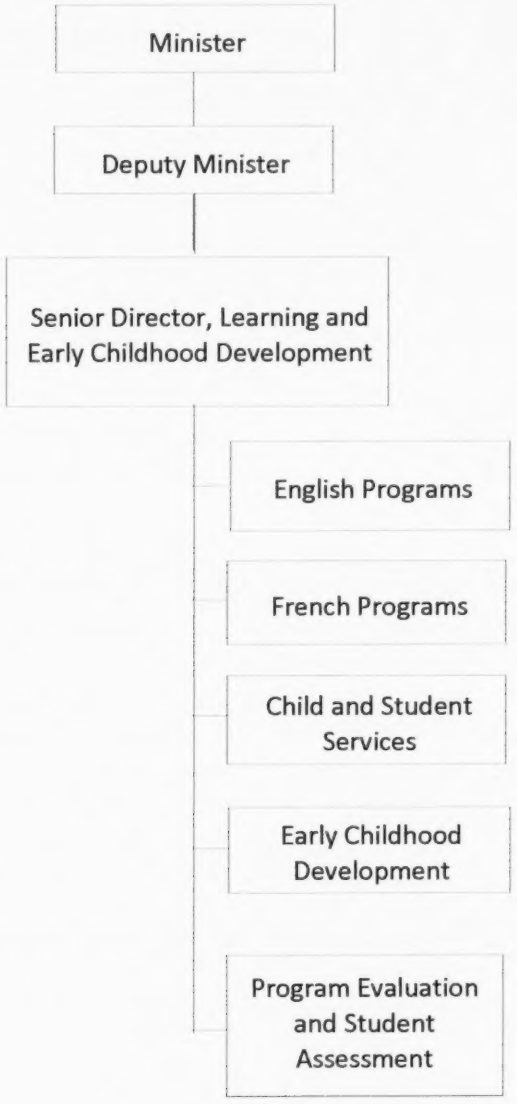
Note: Human resource and budget information for the Human Resources section are included in the Finance and School Board Operations division.

Major Achievements

- The section led the planning committee for the annual departmental staff day which 139 staff participated. The theme was Making It Work. Sessions that were offered to staff included a variety of topic areas such as; Thriving in a Changing Workplace, Technology, Life After Public Education, Dollars and Sense, Tech Talks, Workplace Yoga and Ergonomics, and Email and Cubicle Etiquette.
- Under the Employee Development Fund, 69 individuals and two groups received approval for development and training opportunities, accessing a total of $25,000.
- The workplace Social and Wellness Committee organized several events throughout the year to include both Summerside and Charlottetown locations.

Goals of the Human Resources Section
▸ Improve the quality of services to internal and external clients.
▸ Increase the level of employee satisfaction by providing a positive work environment.
▸ Improve the quality of human resource planning.

LEARNING AND EARLY CHILDHOOD DEVELOPMENT BRANCH ORGANIZATIONAL CHART



LEARNING AND EARLY CHILDHOOD DEVELOPMENT BRANCH

Role of Branch

The Learning and Early Childhood Development Branch is responsible for the development and delivery of high quality programs and curriculum, in both English and French, to Island children from birth to the end of Grade 12. It also provides support and services necessary to enhance programs and curriculum. The branch carries out its work through three divisions and two sections:

- English Programs division
- Child and Student Services division
- French Programs division
- Early Childhood Development section
- Program Evaluation and Student Assessment section

Main Areas of Responsibility

The branch provides leadership, coordination, and support in the development, in-service, and maintenance of quality curriculum programs and resources in both official languages for kindergartens and the Prince Edward Island Public school system. It also provides services for children and youth, as well as support for professional development, school development, and leadership initiatives. The branch provides policy advice to, and coordination of, major education initiatives, such as the implementation of the recommendations from the Final Report of the Task Force on Student Achievement and the maintenance of provincial databases of student and teacher information.

Fiscal Year	2008-2009	2009-2010	2010-2011	2011-2012
Human Resources (FTE)	2	2	2	2
Administration	$716,173	$493,606	$598,204	$542,060
Total	$716,173	$493,606	$598,204	$542,060

Major Achievements

- Curriculum development and renewal, as mandated under the *School Act*, continues to be a main focus.
- The Senior High School working group was established to study the graduation requirements for Island students. The work will be completed in September 2012.
- The Intermediate School working group was established to examine the delivery of the curriculum for these levels. The work will be completed in September 2012.
- The Special Education Review Committee met to respond to the AG Report and present recommendations to the Minister.

Activities

- Supported the recommendation to continue to improve curriculum and resources through significant initiatives in both English and French programs.
- Work continued on the Early Learning Framework for 0 to 4 year old children.
- Worked closely with the Pan-Canadian Joint Consortium for School Health to take an active role in developing healthy schools and in sharing best practices across the country.
- Provided funding to schools to implement school development plans.
- The School Calendar working group met on numerous occasions to discuss the future calendar for the next five years

English Programs Division

Role of Division

The English Programs division is responsible for providing leadership, coordination, and support in the development of quality English language curricula, as well as support services and resources for teachers and students in Grades K to 12.

Fiscal Year	2008-2009	2009-2010	2010-2011	2011-2012
Human Resources (FTE)	26	24	24	22
Programs - General	$787,537	$498,000	$590,300	$524,800
Elementary Programs	$1,257,535	$1,156,643	$1,359,800	$1,142,800
Secondary Programs	$1,051,207	$1,382,600	$1,508,200	$1,357,200
Total	$3,096,279	$3,037,243	$3,458,300	$3,024,800

Major Achievements

- A new Grade 5 language arts resource, Moving Up With Literacy Place, was implemented, along with three days of in-service for each teacher.
- A new Grade 8 language arts resource, Literacy 8, was implemented, along with three days of in-service for each teacher.
- A newly trained Reading Recovery® teacher leader trained and supported a new group of Reading Recovery® teachers.
- New guided reading resources were provided to kindergarten classrooms.
- A restructured math curriculum, along with supporting resources and teacher in-servicing, was implemented in Grade 6.
- Four days of intensive First Steps in Mathematics (FSiM) professional learning was provided to 25 Grades 1, 2, and 3 teachers.
- My Province 3, a new social studies curriculum accompanied by new teacher and student resources, was implemented in Grade 3. Teachers received two days of in-service.
- The new visual arts curriculum and resources implementation for grades 1,2, and 3 was completed. Teachers have received two in-service days to date.
- The new visual arts curriculum and supporting resources were implemented in its first phase in Grade 4.
- ArtsSmarts PEI (ArtsSmarts Coordinator and the Arts Education Curriculum Specialist at the department) presented at the "Arts, Science and the Brain" Conference in Toronto.
- A two day Summer Institute "Good Choice: Supporting Independent Reading, Responding, and Writing (K-6)" chaired by English Programs, was provided in July, 2011. 300 participants, including Grades k to 6 teachers, administrators, literacy coaches, resource teachers, and teacher librarians, attended the institute. The institute was facilitated by Tony Stead, renowned speaker and author of Literacy Place, PEI's authorized Grades K to 6 language arts resource.

- A restructured math curriculum, along with supporting resources and teacher in-servicing, was implemented in Grade 10, at the academic and general levels.
- New visual arts curriculum and supporting resources were implemented in Grades 1, 2, 3, and 12.
- New curriculum was implemented in both Writing 421A and 521A.
- A new robotics course was implemented in Grades 11 and 12.
- A new Grade 12 academic environmental science course was implemented.
- New peer helping curriculum was implemented, and over 400 students took part in provincial training designed to allow students to meet course outcomes through a common learning experience.
- Support and professional learning opportunities were provided to three early adopter schools (Birchwood Intermediate, Souris Consolidated, and Souris Regional High) as they reflected on current and proven 21st century practices regarding teaching and learning.
- Summer learning continued to provide over 175 students with flexible learning options.
- Summer Cooperative Education across the Island continued success, with an option for students to earn one or two credits. Approximately 50 Island high school students were involved and earned 72 credits through this program.
- Wireless internet technology resources for Career Explorations and Opportunities (CEO) 401A were implemented in 10 English high school classrooms offering the CEO401A course, along with notebook computers. Professional development to support the implementation took place for Island teachers.
- The department partnered with the Apprenticeship Branch and the Construction Association of PEI to pilot the Building Futures for Youth summer program. This program was part of an expansion of summer learning opportunities for students.
- Independent Study 521/621 was developed and field tested with three high schools in conjunction with the Sanofi BioGENEius Challenge.
- The Canada Wide Science Fair, including 500 students in Grades 7 to 12 from across Canada, was hosted for the first time in PEI.
- The External Credentialing Advisory Committee approved the Royal Conservatory of Music credit applications.
- The External Credentialing Advisory Committee approved the Sport PEI External Credit application. This External Sport Credit will give students the opportunity to earn credits for approved Canadian Sport Centre - Atlantic, Canada Games Excellence, Parasport, and Special Olympic athletes.
- The grades 7, 8, and 9 physical education curriculum and resources were implemented.
- A Physical Education Safety Guidelines document was implemented. The department assisted teachers, administrators, and school boards to gain a deeper understanding for following these minimum guidelines. Many of the guidelines were able to be implemented right away while others will require schools and school boards to identify any gaps. They have been encouraged to devise a plan to fill these gaps, so that they fully comply with the guidelines by 2014.
- The annual Take Our Kids to Work Day had a very high participation rate, with 89% of grade 9 students across the province experiencing a day in various workplace locations.

- A total of 16 students graduated from the Youth Apprenticeship Program with time and skill credit in their trade to apply to a post-secondary apprenticeship program.
- The partnership between the Department of Education and Early Childhood Development and Confederation Centre of the Arts continues to grow with the Arts Discovery Days for Grades 4 and 8. This has been a great learning success for all who are involved. Over 600 students participate in this yearly program. This activity-based social studies learning experience incorporates art, movement, and performance.

Goals of the English Programs Division
▸ Improve curricula, programs, and services for students.
▸ Improve resources to support learning and teaching.
▸ Improve in-service and other professional learning opportunities for educators.
▸ Improve working relationships with all internal and external partners.

Activities

Primary/Elementary Education

- A new Grade 6 language arts resource, Moving Up with Literacy Place, was piloted.
- All Grade 5 teachers and the Grade 6 pilot teachers received in-service support in "assessment of students' reading to inform instruction" using the resource Fountas and Pinnell Benchmark Assessment System.
- The new Grades 4, 5 and 6 visual arts curriculum and resources were piloted by eight schools across PEI.
- Literacy and numeracy professional development was provided to kindergarten teachers.
- The Primary Literacy Intervention Program (PLIP), targeted at Grade 2 and Grade 3 students, was piloted for the fourth year in selected schools in the Eastern School District and the Western School Board. New resources and professional development support were provided for PLIP teachers.
- Support was provided to three groups of previously trained Reading Recovery® teachers by one of the two Reading Recovery® teacher leaders.
- A new mathematics Early Numeracy Intervention Program (ENIP) was piloted in Grades 1, 2 and 3 in the Western School Board. Under the direction of a department ENIP coordinator, one itinerant ENIP consultant delivered the ENIP mathematics intervention for the second year.
- Piloting and curriculum development continued on the Grade 5 social studies curriculum.
- Professional development, financial support, 14 bins of books, and opportunities for ongoing collaboration was provided to the 2011 Summer Tutoring Program for Kids.
- A summer institute on The Observation Survey for Early Literacy and Reading Record training was provided for teachers.

- ArtsSmarts is in its eighth year of partnership between the Department of Education and Early Childhood Development and the Department of Culture and Tourism. This program continued to engage students and teachers to use the arts process in thought provoking, stimulating, and in-depth cross-curricular learning. This program is based on a project based learning model. Through 10 projects, students, teachers, and artists (and other community expertises) explored, experimented, investigated, and synthesized curriculum outcomes to create an artistic statement of their learning.
- UPEI Faculty of Education and ArtsSmarts PEI continued to partner through the ArtsSmarts program. Plans were developed for a pilot with Mt. Stewart Consolidated. This ArtsSmarts learning experience will have an Aboriginal focus.
- Program development, in partnership with other organizations and agencies, continued through the Early Learning and Literacy Committee, occupational therapists, the Kindergarten Advisory Committee, Welcome to Kindergarten™ and The Early Years Evaluation.
- Summer in-services and summer institutes on a variety of selected curriculum areas were provided for teachers.

Secondary Education

- New Grade 9 language arts resource, Literacy 9, was piloted.
- Restructured Grade 11 academic and general math curriculum was piloted.
- Restructured Grade 12 advanced, academic and general math curriculum was developed.
- New Grade 11 and 12 agriscience curriculum was developed and piloted.
- New Grade 11 and 12 animal science curriculum was developed and piloted.
- New Grade 7 science course was developed.
- New Grade 8 science course was developed.
- Grade 11 and 12 career education course, Designing Your Future, was developed.
- There were three culinary skills courses were implemented at the senior high level.
- All high school culinary programs received funding to upgrade existing tools and equipment.
- A pilot curriculum for a Grade 10 and 11 career education course was developed as a follow up to Career Explorations and Opportunities 401A.
- A new curriculum handbook for senior high peer helper courses was developed.
- The implementation guide for Academy Diploma Programs was revised.
- Support was provided to several high schools in planning for the development of Academy Diploma Programs in sector areas including fisheries and natural resources, and the visual and performing arts.
- Teachers from schools currently offering or planning Academy Diploma Programs took part in professional development to support portfolio creation and assessment.
- Implementation of the PEI Career Development Framework continued.
- Youth apprenticeship presentations were conducted in all high schools across PEI.
- Over 45 applications for apprenticeship credit for high school courses were issued, which provided advanced credit towards a post-secondary apprenticeship program for students.
- The Exam Success Strategy was implemented to support student success related to an opportunity to challenge a post secondary apprenticeship exam.

- Youth apprenticeship presentations were conducted in all high schools across PEI.
- Over 32 applications for apprenticeship credit for high school courses were issued, which provided advanced credit towards a post-secondary apprenticeship program for students.
- New novels were implemented in English 421 and English 431.
- Grade 12 English teachers participated in a two day workshop on using anchors/writing exemplars in their practice.
- Recommendations of the Secondary Literacy Steering Committee and Working Groups were presented, along with a supporting action plan.
- A very successful partnership project involving ArtsSmarts PEI, UPEI, and Bluefield Senior High, was piloted under the guidance of artists Sara Saunders and Julia Sauvé. The project included links to curriculum areas of English, biology, chemistry, drama, and technology, and involved over 200 students in Grades 10, 11, and 12.
- The provincial Heritage Fair was held, including students in Grades 7 to 9.
- The provincial Science Fair was held, including over 250 students in Grades 4 to 12.
- Support and professional learning opportunities were provided to a number of schools and teachers in relation to the development and facilitation of project based learning.
- Mr. Gordon Oliver from McGill University returned to PEI to devote a full day to physical education teachers on the methods of Teaching Games for Understanding and on assessment strategies.
- Intermediate Honours Band educational weekend took place in January with music educator/clinician, Rowan Fitzergerald. There were 101 students from across Island schools participated in this three day educational experience. The performance was held at Confederation Centre of the Arts with the UPEI Woodwinds ensemble. Selectional practises were provide by the Department of Education and Early Childhood Development.
- Drama 701A was piloted, and Drama 801A and 621A were developed.
- The Arts Infused Academy Diploma Program was developed and will be piloted in the fall of 2012 at Charlottetown Rural High School.
- 21st Youth Creativity Challenge-ArtsSmarts PEI Coordinator and an Island student applied and were selected for the national development team.
- The Wyatt Centre and the Department of Education and Early Childhood Development worked on the National Youth Arts Week program which all schools were invited to participate in. Schools were encouraged to exhibit, present, or perform their artistic curricula learnings.
- The Department of Education and Early Childhood continued to work for its third year with the Island Media Arts Festival to provide educational experiences in media arts for senior high students and teachers.
- There were 85 students from across Island schools participated in Senior High Honours Band in November. This three day educational experience with a music educator culminated with a performance held at the Steele Recital Hall at UPEI.
- Teachers of History of Prince Edward Island (HIS621B), participated in in-service to become more familiar with a new curriculum and resource. Several new supplemental resources were distributed including; Student Guide to the Inquiry Process, Nutshell History of PEI (student resource), classroom materials for Black Islanders, and historical thinking concept posters.

- A literacy resource for the Summerside Storm basketball organization was developed. This Grade 4 to 12 resource, "Reading Up A Storm", was presented to the players of the STORM with the hopes that when they are invited to schools they would have a clear, consistent and yet personal message to deliver about literacy.
- The Provincial Heritage Fair, a joint initiative of Tourism and Culture and the Department of Education and Early Childhood Development, hosted several hundred students.
- A special public launch took place during BARAKA Days to showcase the new educational DVD made specifically for Island schools to tell the story of the Island's Black Islanders.
- Teachers of Geography of Canada (GEO421A) were in-serviced on the work of Wiggins and McTighe: Understanding by Design (Backward Design).
- Several hundred Grade 8 students participated in this year's Discovery Days at Confederation Centre of the Arts, a program that integrates social studies with movement, art, and drama.

FRENCH PROGRAMS DIVISION

Role of Division

The French Programs division provides leadership, coordination, and support in the development, in-service, and maintenance of quality curriculum programs, support services, special education and resources for French First Language, French Immersion, Intensive French, Core French, and Enhanced French programs for students from Grades K to 12 in the Prince Edward Island public school system. The division also provides opportunities for teachers and students to promote French education.

Fiscal Year	2008-2009	2009-2010	2010-2011	2011-2012
Human Resources (FTE)	14	14	17	17
Total	$2,066,923	$1,964,300	$2,494,400	$2,128,300

Major Achievements

- Developed a new reading assessment kit for Grades 3 to 6.
- Developed new curriculum for French Language Arts (FRA801M and FRA621M).
- Developed new Grade 7 and 8 French Language Arts curriculum for French First Language.
- Developed new Grades 4 to 9 English to French First Language curriculum.
- Developed a new Histoire du Canada curriculum in Grade 10.
- Developed new French First Language courses for Arts et Cultures, Santé et Bien-être, et Métiers Specialization programs.
- Completed the development of the music curriculum for Grades 1 to 6.
- Piloted new French Language Arts curriculum (FRA421M, FRA421N, FRA521M and FRA521N) for French First Language.
- Piloted new *Éducation à la Carrière* curriculum (CAR421M) for French First Language.
- Piloted a new Social Studies curriculum in Grade 9.
- Piloted new biology curriculums (BIO521M and BIO621M) for French First Language.
- Continued to pilot the Primary Intervention program for immersion students.
- Implemented a new Social Studies curriculum in Grade 8.
- Implemented a new French Language Arts curriculum guide for Grades 7 to 12 Early and Middle French Immersion.
- Implemented Enhanced French (FRE 421B) at the Grade 10 level and piloted Enhanced French (FRE 521B) at the Grade 11 level.

- Implemented new science curriculums (CHI521M, CHI 621M and SCI801M) for French First Language.
- Continued to implement Reading Recovery® in French Immersion and French First Language schools.
- Continued to implement the recommendations proposed in the report, Vers un secondaire renouvelé, to move toward a renewed high school program for French First Language senior high schools.
- Continued to implement a new writing tool kit for Grades 7 to 12 French Immersion programs.
- Continued to implement the Western and Northern Canadian Protocol for collaboration in education (WNCP/PONC) program in Grades 6 mathematics classes in French First Language and French Immersion Schools.
- Division staff collaborated with the Program Evaluation and Student Assessment section on the development of provincial student assessments.

Goals of the French Programs Division
▸ Improve curricula, programs, and services for students.
▸ Improve resources to support learning and teaching.
▸ Improve in-service and other professional learning opportunities for educators.
▸ Improve employee satisfaction.

Activities

Curriculum Resources

- New resources were provided for Grades 1 to 3 French Immersion Language Arts.
- Piloted new resources for Grade 4 Language Arts to French Immersion students.
- Developed writing rubrics and exemplars for Grades 1 to 3 French First Language and for Grades 1 to 6 French Immersion
- Piloted writing rubrics for Grade 1 French Immersion
- Completed a continuum of book characteristics and e-list leveled books.
- New resources were provided to support the PIP program.
- New resources were provided to support Specialization programs at Évangéline and François-Buote schools.
- New resources were provided for Grades 4 to 9 English to French First Language curriculum.
- Provided resources to assist teachers with literacy development and instruction in French First Language and French Immersion schools.

- Third implementation year for the allocation of elementary math manipulitives.
- Provided classroom library resources for French Immersion and French First Language kindergarten.
- Provided resources to assist teachers with literacy development and instruction in French First Language and French Immersion schools.
- New independant reading resources were provided for the Core French and Enhanced French programs.
- New resources were provided for Grades 7, 8, and 9 Enhanced French program.
- New audio-visual materials were provided to French Immersion from Grades 7 to 12.
- Piloted new electronic resources to support Grades 7 to 9 Late French Immersion curriculum.
- Manipulatives (algebraic tiles) for Grades 7 to 9 mathematics were provided to French First Language and French Immersion schools
- Provided resources to assist Grade 7 to 12 French Immersion teachers with literacy and evaluation strategies.
- New reading materials were provided for intermediate and secondary French First Language classrooms.
- Updated the Core French resource called Permis de conduire.
- New resources were provided for French language arts (FRA801M, FRA621M, FRA421 and FRA521).
- New resources were provided for biology (BIO521M and BIO621M)
- New resources were provided for mathematics (9MATM, MAT421M and MAT521M)
- Piloted new Économie 621 and Entrepreneuriat 521 resources.
- Laptop computers were provided to all French First Language schools offering senior high school science courses. Those were needed for the usage of digital microscopes and PASCO materials.
- Created a website to house elementary literacy related documents.
- Added new reference materials and teaching resources to the Professional Development Library.
- Collaborated with CMEC and other juridictions to develop a pan canadian cultural reference database for French First Language Students at all levels.
- Collaborated with CAMEF to develop an electronic language portfolio linked to language learning curriculum and careers.

Professional Development

- Continue to develop literacy teaching tools to assist teachers in gaining a better understanding of the literacy process.
- Continued literacy workshops for teachers of Grades 1 to 6.

- Continued to offer listening skills and reading literacy strategies workshops for secondary teachers.
- Held oral expression workshops for French Immersion and French First Language kindergarten teachers.
- Literacy 101 workshops were offered to all new French First Language and French Immersion kindergarten teachers.
- Held workshops to improve evaluation practices in French Immersion at the high school level.
- Held writing workshops for teachers of Grades 1 to 3 French First Language.
- Division staff provided workshops for all new French First Language, French Immersion, Intensive French, and Core French teachers.
- Held meetings with French Immersion and French First Language principals and school board officials to discuss educational needs.
- Provided new curriculum in-service to Grade social studies teachers.
- Contributed to projects sponsored by the PEI-Québec agreement.
- Held oral expression workshops for Grades 1 to 3 French Immersion teachers.
- Provided on-going professional development for French literacy coaches.
- Provided on-going professional development for PIP teachers.
- Provided in-service to Grade 4 English to French Immersion teachers.
- Provided in-service for Grades 4, 7, 8 and 9 English to French First Language teachers.
- Piloted, for a second year, the Language Enrichment program for French Second Language teachers.
- Created a continuum of pedagogical skills in the area of literacy for elementary teachers.
- Formed a joint committee between the Commission scolaire de langue française and the French Programs division to discuss the implementation of 21st Century Skills in all French First Language schools.
- Assisted in the preparation of the Grade 9 Math Assessment province-wide initiative, which is meant to help teachers improve student achievement in Grade 9 mathematics.
- Division staff members were trained as DELF corrector-examiners with the collaboration of the Nova Scotia Department of Education.
- Division staff member was trained as trainor of as DELF corrector-examiners in collaboration with *Alliance Française* in Calgary *and CIEP*.
- Division staff member was trained as DELF exam conceptor in collaboration with ACPI and CIEP .
- Division staff member participated at the Congrès des conseillers pédagogues et des enseignants de l.'Association québécoise des professeurs de français (AQPF).

Student Activities

- The French Programs division participated, for the eighth consecutive year, in the ArtsSmarts program. There were 11 projects were selected from the three school boards in French First Language and French Second Language programs. ArtsSmarts aims to integrate learning through the arts in all subjects in the classroom.
- Various activities were organized for students at all levels in all three French programs for *Célébration de la Francophonie* (French Week Celebration). Some of the activities included performances by both local artists and artists from Québec, New Brunswick, and Ontario. Most schools organized their own activities to celebrate French Week. For the seventh year, the French Programs division, in collaboration with *Radio-Canada*, invited students to listen to the morning show in which the host dedicated 20 minutes of the morning broadcast of *Le Réveil* to students across the Island.
- A total of Eight students participated in the Québec/PEI six-month exchange program this year. These students were enrolled in either French Immersion or Core French Grade 11 classes.
- Students in the Intensive French pilot program and the Grades 7 and 9 Enhanced French program participated in oral interviews with consultants.
- Piloted, for a second year, the *Diplôme d'études en langue française* (Diploma in French Language Studies) exam to secondary French Immersion students in collaboration with the Nova Scotia Department of Education and the *Alliance Française* in Moncton.
- Division staff helped plan the Provincial Heritage Fair.
- For the first time ever, the Canada-Wide Science Faire (CWSF) will be held in May 2012 in Charlottetown. Consultants helped with planning school visits, translating documents and will help with the judging of the CSWF projects.

Other

- For the seventh year, the French Programs division, in collaboration with the three school boards and other French school boards across the Atlantic Provinces, participated in the *Cerf Volant* Network. This project allows Francophone artists from across the country to tour the four Atlantic Provinces to promote French culture to students in both French First Language and French as an Additional Language programs.
- Division staff participated on the *Association canadienne d'éducation de langue française* (Canadian Association for French-Language Training, ACELF) board of governors and the Tripartite Committee for the *Fédération nationale des conseillers scolaires francophones* (FNCSF).
- Again this year, division staff participated on a CMEC steering committee that will develop national guidelines to assist researchers in the creation of a national cultural reference database.
- Division staff continued to serve on three committees (Culture and Identity, Human Resources, and Pedagogy) pertaining to the FNCSF to help design a yearly plan for francophone schools.
- Division staff continued to participate in the annual Canadian Association of Second Language Teachers (CASLT) networking meeting and participated on the Intensive French Leadership Committee.
- In collaboration with Canadian Parents for French, *RDÉÉ*, UPEI, and the three school boards, and UPEI, divisional staff participated in the organization of the French for the Future event for Grade 9 students.

- Curriculum specialists were involved in planning and implementing the Provincial Heritage Fair. They also participated in a national forum on benchmarks to develop historical thinking.
- Division staff regularly provided French language proficiency services to all three school boards.
- Division staff collaborated with La Fédération culturelle de l'île-du-Prince-Edouard and the CSLF in hiring a consultant to work with a group of teachers to pilot a cultural identity program with students in four French First Language Schools.

LA DIVISION DES PROGRAMMES EN FRANÇAIS

Rôle de la Division

La Division des programmes en français gère, coordonne et soutient l'élaboration, la mise en œuvre et le maintien de programmes d'études, de services de soutien, de programmes d'adaptation scolaire et de ressources de qualité pour l'enseignement en français langue première, en immersion française, du français intensif, du français de base et du français approfondi de la maternelle à la douzième année dans le système scolaire public de l'Île-du-Prince-Édouard. La Division offre également aux enseignants et aux élèves des occasions de promouvoir l'éducation en français.

Exercice	2008-2009	2009-2010	2010-2011	2011-2012
Ressources humaines (ETP)	14	14	17	17
Total	2 066 923 $	1 964 300 $	2 494 400 $	2 128 300 $

Principales réalisations

- Une nouvelle trousse d'évaluation en lecture pour la 3^{e} à la 6^{e} année a été créée.
- Un nouveau programme de français (FRA801M et FRA621M) a été élaboré.
- Un nouveau programme de français pour la 7^{e} et la 8^{e} année en français langue première a été élaboré.
- Un nouveau programme d'anglais pour la 4^{e} année à la 9^{e} année en français langue première a été élaboré.
- Un nouveau programme d'histoire du Canada pour la 10^{e} année a été élaboré.
- De nouveaux cours en français langue première pour les programmes de spécialisation Arts et Cultures, Santé et Bien-être et Métiers ont été élaborés.
- L'élaboration du programme de musique pour la 1re à la 6^{e} année a été terminée.
- Un nouveau programme de français (FRA421M, FRA421N, FRA521M et FRA521N) en français langue première a été mis à l'essai.
- Un nouveau programme, *Éducation à la Carrière* (CAR421M), en français langue première a été mis à l'essai.
- Un nouveau programme de sciences humaines pour la 9^{e} année a été mis à l'essai.
- De nouveaux programmes de biologie (BIO521M et BIO621M) en français langue première ont été mis à l'essai.
- La mise à l'essai du programme d'intervention au primaire pour les élèves en immersion s'est poursuivie.
- Un nouveau programme de sciences humaines pour la 8^{e} année a été mis en place.
- Un nouveau guide pour le programme de français de la 7^{e} à la 12^{e} année en immersion française précoce et moyenne a été mis en place.

- Un programme de français enrichi (FRE421B) pour la 10e année a été mis en place et un programme de français enrichi (FRE521B) pour la 11e année a été mis à l'essai.
- De nouveaux programmes de sciences (CHI521M, CHI621M et SCI801M) en français langue première ont été mis en place.
- La mise en place du programme d'intervention en lecture-écriture dans les écoles d'immersion française et de français langue première s'est poursuivie.
- La mise en oeuvre des recommandations proposées dans le rapport *Vers un secondaire renouvelé* afin de renouveler progressivement le programme scolaire des écoles secondaires de français langue première s'est poursuivie.
- La mise en place d'une nouvelle trousse de rédaction pour les programmes d'immersion française de la 7e à la 12e année s'est poursuivie.
- La mise en place du programme du Protocole de l'Ouest et du Nord canadiens (PONC) pour la collaboration en éducation dans les cours de mathématiques de la 6e année des écoles de français langue première et d'immersion française s'est poursuivie.
- Des membres de la Division ont collaboré avec la section de l'évaluation des programmes et des élèves pour l'élaboration d'évaluations scolaires provinciales.

Objectifs de la Division des programmes en français
▸ Améliorer les programmes d'études ainsi que les programmes et services destinés aux élèves.
▸ Améliorer les ressources afin de soutenir l'apprentissage et l'enseignement.
▸ Améliorer la formation interne ainsi que les autres possibilités de perfectionnement offertes aux éducateurs.
▸ Accroître la satisfaction des employés.

Activités

Ressources curriculaires

- De nouvelles ressources ont été fournies pour l'immersion française de la 1re à la 3e année.
- De nouvelles ressources pour le programme de langue de la 4e année en immersion française ont été mises à l'essai.
- Des rubriques et des modèles d'écriture pour la 1re à la 3e année en français langue première et pour la 1re à la 6e année en immersion française ont été créés.
- Des rubriques d'écriture pour la 1re année en immersion française ont été mises à l'essai.
- Un ensemble de caractéristiques de livres et de livres classés par niveau se trouvant sur une liste Internet a été établi.
- De nouvelles ressources ont été fournies pour appuyer le programme d'intervention au primaire.
- De nouvelles ressources ont été fournies pour appuyer les programmes de spécialisation des écoles Évangéline et François-Buote.
- De nouvelles ressources ont été fournies pour le programme d'anglais de la 4e à la 9e année en français langue première.

- Des ressources ont été fournies pour appuyer les enseignants dans le développement de la littératie et l'enseignement lié à la littératie dans les écoles de français langue première et d'immersion française.
- La distribution de matériel de manipulation pour les mathématiques au primaire a été faite pour une troisième année.
- Des ressources de bibliothèque ont été fournies pour les classes de maternelle en immersion française et en français langue première.
- De nouvelles ressources pour la lecture individuelle ont été fournies pour les programmes de français de base et de français approfondi.
- De nouvelles ressources ont été fournies pour le programme de français approfondi de la 7e, 8e et 9e année.
- De nouvelles ressources audiovisuelles ont été fournies pour la 7e à la 12e année en immersion française.
- De nouvelles ressources électroniques ont été mises à l'essai pour appuyer le programme d'immersion française tardive de 7e à la 9e année.
- Du matériel de manipulation (carreaux algébriques) pour les mathématiques de la 7e à la 9e année a été fourni aux écoles de français langue première et d'immersion française.
- Des ressources ont été fournies pour appuyer les stratégies en matière de littératie et d'évaluation des enseignants d'immersion française de la 7e à la 12e année.
- De nouvelles ressources de lecture ont été fournies pour les salles de classe de français langue première à l'intermédiaire et au secondaire.
- La ressource de français de base *Permis de conduire* a été mise à jour.
- De nouvelles ressources ont été fournies pour l'enseignement du français (FRA801M, FRA621M, FRA421 et FRA521).
- De nouvelles ressources ont été fournies pour l'enseignement de la biologie (BIO521M et BIO621M)
- De nouvelles ressources ont été fournies pour l'enseignement des mathématiques (9MATM, MAT421M et MAT521M)
- De nouvelles ressources pour Économie 621 et Entrepreneuriat 521 ont été mises à l'essai.
- Des ordinateurs portables ont été fournis aux écoles de français langue première offrant des cours de sciences au secondaire. Ces ordinateurs étaient nécessaires pour l'utilisation de microscopes numériques et de l'équipement PASCO.
- Un site Web a été créé pour héberger des documents liés à la littératie au primaire.
- De nouveaux documents de référence et de nouvelles ressources pédagogiques ont été ajoutés à la bibliothèque de perfectionnement professionnel.
- La Division a collaboré avec le CMEC et d'autres provinces et territoires pour créer une base de données de référence culturelle nationale pour les élèves de français langue première de tous les niveaux.
- La Division a collaboré avec le CAMEF pour créer un portfolio électronique sur les langues lié aux programmes de langues et aux carrières.

Perfectionnement professionnel

- L'élaboration d'outils pédagogiques pour la littératie afin d'aider les enseignants à mieux comprendre le développement de la littératie s'est poursuivie.
- La tenue d'ateliers sur la littératie pour les enseignants de la 1re à la 6e année s'est poursuivie.
- La tenue d'ateliers sur les stratégies en matière d'aptitudes à l'écoute et de compréhension en lecture pour les enseignants du secondaire s'est poursuivie.
- Des ateliers sur l'expression orale pour les enseignants de maternelle en immersion française et en français langue première ont été offerts.
- Des ateliers sur l'a b c de la littératie ont été offerts aux nouveaux enseignants de maternelle en français langue première et en immersion française.
- Des ateliers visant à améliorer les pratiques d'évaluation en immersion française au secondaire ont été offerts.
- Des ateliers sur l'écriture pour les enseignants de la 1re à la 3e année en français langue première ont été offerts.
- Des membres de la Division ont offert des ateliers pour tous les nouveaux enseignants en français langue première, en immersion française, de français intensif et de français de base.
- Des rencontres avec des directeurs d'école de français langue première et d'immersion française et des membres des commissions scolaires ont été tenues pour discuter des besoins en éducation.
- De nouvelles formations internes portant sur le programme d'études ont été offertes aux enseignants de sciences humaines de la 8e année.
- La Division a contribué à des projets soutenus par l'entente Î.-P.-É.–Québec.
- Des ateliers sur l'expression orale pour les enseignants d'immersion française de la 1re à la 3e année ont été offerts.
- Du perfectionnement professionnel continu a été fourni aux mentors en littératie en français.
- Du perfectionnement professionnel continu a été fourni aux enseignants participant au programme d'intervention au primaire.
- Une formation interne pour le programme d'anglais de la 4e année a été offerte aux enseignants en immersion française.
- Une formation interne pour le programme d'anglais de la 4e, 7e, 8e et 9e année a été offerte aux enseignants de français langue première.
- Le programme d'enrichissement du langage pour les enseignants de français langue seconde a été mis à l'essai pour une deuxième année.
- Un ensemble de compétences pédagogiques dans le domaine de la littératie pour les enseignants du primaire a été établi.
- Un comité mixte composé de la Commission scolaire de langue française et de la Division des programmes en français a été créé afin de discuter de l'introduction de compétences du 21e siècle dans toutes les écoles de français langue première.
- La Division a appuyé l'élaboration de l'initiative provinciale d'évaluation en mathématiques de la 9e année, qui vise à aider les enseignants à améliorer le rendement des élèves de 9e année en mathématiques.

- Des membres de la Division ont été formés pour être correcteurs-examinateurs pour le Diplôme d'études en langue française en collaboration avec le ministère de l'Éducation de la Nouvelle-Écosse.
- Un membre de la Division a reçu une formation pour pouvoir former des correcteurs-examinateurs pour le Diplôme d'études en langue française en collaboration avec l'Alliance Française à Calgary et le CIEP.
- Un membre de la Division a été formé pour être concepteur d'examen pour le Diplôme d'études en langue française en collaboration avec l'ACPI et le CIEP.
- Un membre de la Division a participé au Congrès des conseillers pédagogiques et des enseignants de l'Association québécoise des professeurs de français (AQPF).

Activités scolaires

- La Division des programmes en français a participé, pour la huitième année consécutive, au programme GénieArts. Onze projets ont été sélectionnés parmi les trois commissions scolaires pour les programmes de français langue première et de français langue seconde. GénieArts vise à introduire l'apprentissage par les arts dans toutes les matières enseignées en salle de classe.
- Diverses activités ont été organisées pour les élèves de tous les niveaux dans les trois programmes en français à l'occasion des Célébrations de la francophonie. Parmi les activités, il y a eu des spectacles d'artistes locaux ainsi que d'artistes du Québec, du Nouveau-Brunswick et de l'Ontario. La plupart des écoles ont organisé leurs propres activités pour les Célébrations de la francophonie. De plus, pour une septième année, la Division des programmes en français, en collaboration avec Radio-Canada, a invité les élèves à écouter une émission du matin, Le Réveil, pendant laquelle l'animateur a consacré 20 minutes d'ondes aux élèves de l'Île.
- Huit élèves ont participé au programme d'échange de six mois Québec/Î.-P.-É. cette année. Ces élèves étaient inscrits au cours de 11^{e} année d'immersion française ou de français de base.
- Des élèves du programme de français intensif à l'essai et du programme de français approfondi de 7^{e} et 9^{e} année ont participé à des entrevues orales avec des conseillers.
- L'examen du Diplôme d'études en langue française (DELF) pour les élèves du secondaire en immersion française a été mis à l'essai, pour une deuxième année, en collaboration avec le ministère de l'Éducation de la Nouvelle-Écosse et l'Alliance Française de Moncton.
- Des membres de la Division ont aidé à organiser la Fête provinciale du patrimoine.
- En mai 2012, pour la première fois de son histoire, l'Expo-sciences pancanadienne a eu lieu à Charlottetown. Des conseillers ont aidé à préparer les visites scolaires, à traduire les documents et à juger les projets.

Autre

- Pour une septième année, la Division des programmes en français, en collaboration avec les trois commissions scolaires de l'Île et d'autres commissions scolaires de langue française des provinces atlantiques, a participé au réseau Cerf-Volant. Ce projet permet à des artistes francophones du pays de faire une tournée dans les provinces atlantiques afin de promouvoir la culture francophone auprès des élèves inscrits dans des programmes en français langue première et en français langue additionnelle.

- Des membres de la Division ont participé au conseil des gouverneurs de l'Association canadienne d'éducation de langue française (ACELF) et au comité tripartite de la Fédération nationale des conseils scolaires francophones (FNCSF).
- Des membres de la Division ont participé, à nouveau cette année, à un comité directeur du CMEC qui élaborera des lignes directrices nationales pour aider les chercheurs à créer une base de données de référence culturelle nationale.
- Des membres de la Division ont continué de participer à trois comités (culture et identité, ressources humaines et pédagogie) se rattachant à la FNCSF afin de contribuer à l'élaboration d'un plan annuel pour les écoles francophones.
- Des membres de la Division ont participé de nouveau à la réunion de réseautage annuelle de l'Association canadienne des professeures de langues secondes (ACPLS) et ont participé au comité de leadership du français intensif.
- En collaboration avec Canadian Parents for French, le RDÉÉ, l'Université de l'Î.-P.-É. et les trois commissions scolaires, des membres de la Division ont participé à l'organisation de l'activité « Le français pour l'avenir » pour les élèves de la 9e année.
- Des spécialistes en programmes d'études ont participé à la planification et à la mise en œuvre de la Fête provinciale du patrimoine. Ils ont également participé à un forum national sur les données de référence pour développer une pensée historique.
- Des membres de la Division ont fourni régulièrement des services de compétences en français aux trois commissions scolaires.
- Des membres de la Division ont collaboré avec la Fédération culturelle de l'Île-du-Prince-Édouard et la CSLF pour l'embauche d'un conseiller chargé de travailler avec un groupe d'enseignants pour mettre à l'essai un programme pour l'identité culturelle auprès d'élèves dans quatre écoles de français langue première

CHILD AND STUDENT SERVICES DIVISION

Role of Division

The Child and Student Services division provides learning supports and services to students, their families, and teachers in the public school system. The division works closely with school boards, and partners with other government departments and community organizations on issues and initiatives related to student services.

Main Areas of Responsibility

The Child and Student Services division is responsible for special education, youth programs and services, school health, inter-scholastic sport, education programs for youth at the Provincial Adolescent School, school counseling support, transition initiatives, tutoring, services for children who have visual or hearing impairments, Intensive Behavioural Intervention (IBI) for young children with autism, aboriginal and diversity education issues, speech language pathology (SLP), English as an Additional Language (EAL), French as an Additional Language (FAL), home schooling, and assistive technology.

Fiscal Year	2008-2009	2009-2010	2010-2011	2011-2012
Human Resources (FTE)	54.5	62	65	62
Student Services	$4,607,923	$972,400	$1,126,400	$1,099,356
EAL/FAL	$26,038	$2,064,700	$2,434,600	$2,023,220
Special Education	n/a	$2,058,600	$2,088,700	$2,398,066
Autism	n/a	$956,400	$1,219,200	$1,301,620
Total	$4,633,961	$6,052,100	$6,868,900	$6,822,262

Major Achievements

- Celebrating the 50th Anniversary (1961-2011) of structured school sport in the Province. The 50th Meeting of the PEISAA will be held in June 2012.
- In order to address classroom composition concerns in PEI schools, the Memorandum of Agreement between the Education Negotiating Agency and the Prince Edward Island Teachers Federation (PEITF) continues to include a Letter of Understanding on Class Composition, which establishes a special fund of $200,000 per school year. A provincial committee meets several times over the course of the year under the chairmanship of the Special Education Coordinator to administer the funding, to give direction on accessing support, and to review and approve project applications from Island educators.
- The English as an Additional Language and French as an Additional Language (EAL/FAL) team served students in 35 schools spanning the province from Alberton to Souris.

- Through a collaborative model with the school boards, the section's Early Years Autism Specialists provided support to children entering the school system in their kindergarten year. The collaborative model enables the department to provide intensive supports to children who were diagnosed late or have not yet received Intensive Behavioural Intervention (IBI).
- A Special Needs Family Support Specialist was hired to provide support to families who have a child with autism or other special need from preschool age to Grade 7 and alleviate stress for families trying to access different services available to them.

Goals of the Child and Student Services Division
▸ Improve accessibility to programs and services.
▸ Improve inclusionary practices.
▸ Improve programs and services for students.
▸ Improve resources to support learning and teaching.
▸ Improve in-service and other professional development for educators.
▸ Improve working relationships with all internal and external partners.
▸ Improve accountability.

Activities

English as an Additional Language / French as an Additional Language (EAL/FAL) Unit

- The mandate of EAL/FAL services is to provide language acquisition support to immigrant students from kindergarten to Grade 12 whose primary language spoken in the home is not English or French.
- The EAL/FAL Reception Centre, formed in August 2007, is located at the Atlantic Technology Centre. The EAL/FAL Reception Centre completed a comprehensive intake and language proficiency assessment for all newcomer children planning to attend school in our system. Recommendations for support were provided to families based on individual assessment results. Students at the pre-beginner to intermediate range of language proficiency were assigned itinerant teacher support that was provided one-to-one or in small groups.
- Progress was measured through reassessment at the end of the school year. Reassessment results determined continuation or termination of support services.
- Newcomer students at the high school level who needed language support were recommended for EAL courses and progressed from one level to the next.
- Our EAL Teacher Support Specialist spent a great deal of time in Kindergarten classrooms observing EAL children referred by their teachers. This has provided an opportunity to validate the ability of teachers to work with additional language learners and to offer suggestions on specific teaching strategies.
- From April 2011, to March 2012, approximately 290 assessments of new EAL/FAL learners were completed.

- With partners at the government and community levels, the section continued to review services required to support immigrant students and their families within the school system. Partnerships continued with the school boards to ensure that schools were prepared to accept newcomer students throughout the school year.
- The needs of refugee learners have been targeted in discussions with the Provincial Director of Immigration, the Population Secretariat, and our local office of Citizenship and Immigration Canada (CIC). With support from our local Citizenship and Immigration Canada office, funding was provided for a three day workshop entitled Supporting Refugee Learners in the Classroom. This workshop which took place from Dec. 7-9 was attended by school teams from across the province.
- The Prince Edward Island International Student Program Application Form was put in place beginning September 2011. All international fee paying students wanting to study in the K-12 school system must complete the application and be accepted before they can enter the school system.
- Ongoing communication with international agents and schools continued throughout the year regarding the possibilities of international recruitment of students to PEI.
- In early September, two of our Itinerant teachers traveled to Ganzhou No. 3 Middle School in China to complete language proficiency assessments on the first cohort of 25 students enrolled in our 2+1 program. This program enables the participants to complete the EAL courses and several other courses within the Secondary Program of Studies during their first two years in China and their final grade 12 year in PEI, graduating with a Grade 12 PEI Diploma. The program in China is taught by a PEI Certified teacher.
- A similar contract for a 2+1 program was signed in October 2011 with the high school attached to Tsinghua University in Beijing. Premier Ghiz had an opportunity to meet officials from the school during his China mission in November 2011. The school hopes to recruit students into the program for September 2012.

Autism Services Unit

- Of the initial 37 recommendations of the Autism Action Plan, the department has met or made progress on 13 out of 17 that were identified as the responsibility of the department. The remaining recommendations which require interdepartmental collaboration will be prioritized once the interdepartmental group is approved.
- The Intensive Kindergarten Support model which insures that children with autism can continue to receive more intensive and individualized support in the year after school entry has been very successful and has made the transition to school seamless and less stressful for the children and their families.
- Seven Board based Autism Consultants provided support to over 200 school-aged students with Autism across the province during the 2011-2012 school year. This includes individual assessment and programming, Individualized Education Program (IEP) and Behaviour Support Plan development, transition planning, and staff training.

- A Minister's Directive on Autism was created to outline roles and responsibilities for autism specific services in the schools and clearly states a commitment to evidence based practice. This Directive will be sent to the school boards for review and reflects the values put forward in the Autism Action Plan.
- Training in autism-related topics is now provided in French by the Bilingual Autism Consultant.
- Since 2009, the capacity of the Early Years Autism service, including Intensive Behavioural Intervention and Intensive Kindergarten Support has doubled. Currently five Early Years Autism Specialists and the Early Years Coordinator provide supervision for these programs. Two new positions (IBI Training-Intake Facilitator and Senior Autism Specialist) have been funded to expand the program and decrease the wait time for services.
- In order to address retention issues with highly qualified autism specialists, three Early Years Autism Specialist positions were made permanent and filled .Two leave positions are being recruited.
- Building Social Skills, A Resource for Educators, created in collaboration with all Autism Consultants, was provided to educators along with training to help build capacity within the schools for social skills instruction. This resource is posted on the department website and is being highlighted on the Autism in Education: Atlantic Partnership website.
- The Autism Coordinator represented the province on the Autism Research Advisory which was established through APSEA in February 2011 with all Atlantic provinces. This project disseminates evidence based standards of practice and collaborates on training initiatives. On April 2nd, 2012, a Symposium on Evidence-based Standards for Children with Autism was the result of this collaboration, presenting Dr. Hanna Rue, Director of the National Autism Center in Massachusetts. In addition a website that focuses on best practices in the Atlantic provinces will go live this spring. Two information papers on requested topics have been produced and will be available on the website.
- The Early Years Autism Services Guidelines clearly define our current practices for Intensive Behavioral Intervention, the Transition to School process and Intensive Kindergarten Support. This includes a commitment to the values established in the Action Plan Report as well as increased monitoring for effectiveness and will be available to families beginning in June, 2012.
- Focus Groups for public discussion of the Autism Funding Guidelines were held in May and June, 2011. The input from these consultations is being considered in the Autism Funding Guideline revisions.
- Beginning in 2001, we have collaborated in autism research with Queen's University including ongoing data collection on diagnosed children from age 2-14. In March 2012, we reported on the documented trends in diagnosis on PEI. As in other jurisdictions, the prevalence of autism has increased significantly, from 47.2 per 10,000 in 2003 to 90.6 per 10,000 in 2010. *(Findings from the National Epidemiologic Database for the Study of Autism in Canada (NEDSAC): Changes in the Prevalence of Autism Spectrum Disorders In Newfoundland and Labrador, Prince Edward Island and Southeastern Ontario.* March, 2012*)*

Special Education Unit

Speech Language Pathology Services

- Consolidated all speech language services for children in the education system into one service delivery model under the auspices of the Department of Education and Early Childhood Development.

Community Access Facilitator

- Provided support to students with disabilities, their parents, schools, the school boards, and community service providers to ensure that practical transition plans were in place to enable students to transfer from the school to the community.
- Assisted students in Grades 8 to 12 to develop transition action plans that address educational, employment, recreational, transportation, residential, and personal life skills goals.
- Collaborated with educators and community partners to organize a series of Transitions Expos to disseminate information on post-secondary employment and academic opportunities, transportation and residential services, advocacy, support groups, life skills training, and other issues to students with disabilities and their families. Approximately 45 agencies participated in the Transition Expos, including the Association for Community Living, the Cerebral Palsy Association, the Learning Disabilities Association, the Autism Society, the Disability Support Program, and the PEI Council of People with Disabilities.
- Promoted portfolio development.
- Provided Looking Forward to Work workshops in several locations across the province.
- Participated in the following committees: Western Transitions Committee (Elmsdale), UPEI Adult Connections in Education (ACE) Advisory Committee, Central School to Community Transitions Committee (Charlottetown), Employment Assistance Services, Career Exploration and Development Committee - Atlantic Provinces Special Education Authority (APSEA), CAMET - Atlantic Study on Transition of Students with Disabilities, Networking Employment for Positive Outcomes, Looking Forward to Work Workshop, and the Eastern School to Work Transition Committee (Montague).

Student Support

- Ordered a wide variety of materials to support students' learning needs.
- Visited resource teachers to discuss ways to support their literacy programs and offered workshops on literacy strategies and initiatives.
- Facilitated in-service in a Phonological Approach To Reading (Reading Reflex) for Elementary Resource teachers.
- Continued developing the Student Support Resource Guides in French and English.
- Collected data from the four Primary Intervention Program teachers for the final report of the study that is now in its fourth year. Schools included Tignish, Bloomfield, St. Louis, and Elm Street in the Western School Board (WSB), and Glen Stewart, Sherwood, and Montague Consolidated in the Eastern School District (ESD). The four teachers will remain in the program at their respective schools.

- Loaned approximately 200 packages of learning materials to Island teachers.
- Facilitated professional development sessions for students and school and board staffs, including: Differentiated Instruction, Student Support Resource Guide.

Hearing Education Auditory Resources (HEAR)

- Hearing Education Auditory Resources (HEAR) provides island-wide support to Deaf and Hard of Hearing infants, preschoolers, and students from birth to completion of high school.
- The HEAR team consists of four (full time equivalent) teachers of the DHH (Deaf/Hard of Hearing) servicing 73 students across the Island in the areas of Audition, Language & Vocabulary Development and Self-Advocacy Skills. Each itinerant's case load consists of a combination of direct service and consult students. In 2011-2012, there were 25 students receiving direct service and 48 consults across ESD, WSB and the La Commission scolaire de langue française (CSLF). Included in these numbers are nine preschoolers and seven new referrals. In addition to servicing the DHH students, HEAR provides and maintains 12 personal FM systems for Island students diagnosed with severe Central Auditory Processing Disorder (CAPD).

Atlantic Provinces Special Education Authority (APSEA) Services for Students who are Blind or Visually Impaired

- Received eight new referrals, all of whom qualified, to make the total number of students who received services from APSEA this school year at 56 (13 preschoolers/43 school age).
- Eight students participated in centre-based services, including two students who participated in full assessments, three students who had one-week combined assessments and short-term programs, and three students who participated in one-week short-term programs.
- One APSEA student from PEI participated in a new Youth Leadership weekend program. The program was held in April and was aimed at high school students interested in developing leadership skills.
- As part of an outreach service from the APSEA Centre in Halifax, Nova Scotia, a Speech Language Pathologist (SLP) was able to travel to PEI as a follow-up for an IWK augmentative communication assessment. The student assessed did not have SLP services at school; the APSEA SLP was able to attend the IWK assessment, observe the student at school, and demonstrate programming suggestions to the student's school team.
- Two APSEA students travelled to the APSEA Centre to participate in a week-long Visual and Performing Arts camp in the summer of 2011.
- Participated in two disability-specific professional development sessions at the APSEA Centre. As well, APSEA staff attended a two-day program planning in-service in Moncton, New Brunswick.

Student Support Services Unit

Healthy School Communities

- The Department of Education and Early Childhood Development, the Department of Health and Wellness, University of Prince Edward Island researchers, provincial organizations, school boards, and schools (students, teachers, and parents) continue to support the health and well-being of Island students. Collective efforts have resulted in a variety of new and strengthened school health initiatives, which support positive student health behaviours and have contributed to enhanced student achievement.
- Continued partnerships between the Department of Education and Early Childhood Development, the Department of Health and Wellness, and the PEI Healthy Eating Alliance have provided support to all PEI school boards to help strengthen existing school nutrition policies. The School Nutrition Policies now include nutrition criteria (sugar, fat, sodium and other nutrients) for all foods to be sold or served in schools. As of January 2012, all school boards have adopted the School Nutrition Policy for all grade levels (K-12).
- Hosted, in partnership with the Comprehensive School Health Research Group of the University of Prince Edward Island a "Youth Health in the School Setting - Forum II" in the fall of 2011. The objectives of the forum were: to share information on youth heath projects and programs taking place in school communities, to map the landscape of youth health promotion on PEI, focusing on the school setting, and to plan next steps for enhancing and sustaining collaborative efforts and maintaining attention on youth health in school settings. The forum brought together 43 people from government departments, NGOs, research groups, schools, school boards, parents, as well as students.
- Implemented a School Health Action Planning and Evaluation System (SHAPES) Partner Engagement Strategy, through an on-going partnership between the Department of Education and Early Childhood Development, the Department of Health and Wellness, and the Comprehensive School Health Research Group at the University of Prince Edward Island. Through the SHAPES-PEI system, schools, school boards, and provincial health profile reports have been created from the 2010-2011 student health behaviour surveys. Individualized presentations were made to a variety of schools, school boards, student classrooms, parents, and Provincial departments regarding the findings from these reports. This approach encouraged and supported the use of SHAPES-PEI data in supporting various programs, policies, and learning outcomes. The presentations also provided the opportunity for conversations with students and parents regarding their impressions and responses to the data.
- Implemented the third year of the SHAPES-PEI-School Health Grant. Through this grant, students, teachers, parents, and community members are encouraged to examine the results contained within their school level health profile reports, discuss and identify needs and priorities, propose activities to address these needs within a comprehensive school health framework, and develop an action and evaluation plan. Through this grant, a total of $16,750 was provided to 26 schools to conduct school based projects related to healthy eating, active living, and the promotion of positive mental health.

- Continued to support the expansion of school based breakfast/snack programs in partnership with the Department of Health and Wellness and the PEI Healthy Eating Alliance (HEA). Department funding is complemented by national funding from Breakfast for Learning (BFL). Since 2008, 24 new programs have been created within various schools and alternative education sites across the province. In 2011-2012, a total of 54 programs were providing food to approximately 6,000 students and being supported by approximately 600 volunteers. School breakfast/snack programs help to encourage healthy eating, to ensure that more students come to class prepared to learn, and support nutrition habits which positively impact academic achievement.
- Provided funding to help address findings of a recent Evaluation of Breakfast Programs in Prince Edward Island Schools. This evaluation, conducted by the PEI Healthy Eating Alliance, assessed the extent to which school breakfast programs were meeting the keys to success program standards, established by Breakfast for Learning, and to determine whether foods and beverages offered were consistent with school nutrition policies in terms of nutritional quality. Evaluation results were shared with all breakfast program organizers and volunteers, six training sessions were offered (41 participants from 31 schools), and appropriate resources were developed to support individual program improvements.
- Supported a variety of provincial healthy lifestyle initiatives designed to positively impact the health of students, such as those developed by the PEI Healthy Living Network partners, the PEI Healthy Eating Alliance, the PEI Tobacco Reduction Alliance, Recreation PEI, and a variety of community health organizations.

Provincial Adolescent School (PAS)

- Educational services were provided to 23 behaviorally, emotionally, and/or socially dysfunctional students from across the province during the 2011-2012 school year.
- Provincial Adolescent School staff continued to partner with the Provincial Adolescent Group Home and other group homes, community agencies, school boards, UPEI Education Faculty and the Child and Youth Care Worker Program at Holland College, to support the personal, social, emotional, and learning needs of students.
- Several students were provided opportunities to develop essential work skills through participation in their Cooperative Education course, extracurricular placements, the Career Cruising website, and presentations made by the Youth Apprenticeship Coordinator with the Department of Education and Early Childhood Development.
- PAS continued to receive funding from the PEI School Breakfast program, enhancing the school's ability to provide nutrition breaks for the students.
- With continued funding from the IODE (International Order of the Daughters of the Empire - Lake of Shining Waters Chapter) Food for Thought program, the PAS continued to provide healthy nutrition breaks to the students.
- PAS continued its physical activity programming. Our daily 20-minute walk continued. As well, students were provided opportunities to participate in a wide range of recreational physical programming.
- PAS library continued to increase its resources during the 2011 - 2012 school year with the addition of several volumes of student resources.

- Six students from the Child and Youth Care Program at Holland College were involved with the school. While one student completed her 12-week work placement at the PAS, two other students in collaboration with the Provincial Adolescent Group completed several hours of their work placement at the school. Three other students completed a series of 10 sessions with PAS students related to personal and social development over a 12-week period.
- A UPEI pre-service teacher completed a four-week practicum at PAS. The focus of his practicum was project-based learning.
- In collaboration with the Provincial Adolescent Group two UPEI nursing students completed components of their practicums at the PAS.

Diversity and Aboriginal Education

- A tripartite Aboriginal education Policy and Planning Forum, with representatives from the Department of Education and Early Childhood Development, the Mi'kmaq Confederacy of PEI, and Aboriginal Affairs and Northern Development Canada (AANDC), continues to work collaboratively towards the improvement of Aboriginal learner outcomes in this province. The Education Policy and Planning Forum was the first to be established under the umbrella of the Tripartite Partnership Agreement (2007). Major accomplishments include the drafting of an education Memorandum of Understanding, and the crafting and implementation of a Strategic Action Plan to improve the educational outcomes for First Nations learners.
- A Memorandum of Understanding (MOU) was signed on August 30, 2010, with the expressed objective of having First Nation learners on Prince Edward Island achieve or exceed the full educational outcomes of all other learners on PEI. Signatories on the MOU included the First Nation Chiefs, Ministers Currie, Campbell and Bertram from the province, and Minister Duncan of the Department of Aboriginal Affairs and Northern Development. The MOU remains as a guiding document for First Nations education on PEI.
- As a result of a Treasury Board decision, the department reinvested $2,150 of tuition paid for each First Nation student. Two temporary resource teaching positions in the Eastern School District (ESD) were paid for from this re-investment fund; one at Mount Stewart Consolidated and one at Morell Regional High School.
- Provided ongoing support to the Provincial Fetal Alcohol Spectrum Disorder (FASD) Advisory Committee, the UPEI Mawi'omi Connecting Aboriginal Cultures event, the Provincial Heritage Fair Planning Committee, the Provincial Diversity Advisory Committee (PSC), and the PEI Teachers' Federation Diversity Equity Committee.
- Established an Aboriginal Education Transitions Task Group that includes representation from the First Nations, the Department of Education and Early Childhood Development, the Department of Innovation and Advanced Learning, the school boards, schools, the Native Council, UPEI, and Holland College. The mandate of the group is to identify barriers and gaps for Aboriginal learners and take steps to address them. An action plan has been developed by the group that includes built-in accountability measurers, implementation is ongoing.
- A Grade 7 Mi'kmaw language and culture course has been piloted at Hernewood Intermediate School in September 2011 with teacher Doris Googoo of Lennox Island. Curriculum development is ongoing as a collaborative process with MCPEI and the First Nation Education Initiative Incorporated from New Brunswick. The Grade 8 Mi'kmaw language course will be piloted in September 2012.

- Provided ongoing support to schools in the development of diversity and inclusion plans. A publication titled Building Bridges: Aboriginal and Diversity Education Newsletter is published quarterly.
- The department, in collaboration with the Eastern School District, the Western School District and MCPEI, provided professional development for all the Youth Service Workers centered around aboriginal and diversity awareness and cultural competency/understanding themes.
- The department is in the process of reviewing and amending the Provincial Student School Registration Form with a view to being better able to capture data related to aboriginal student achievement and to addressing issues regarding self-identification and evidence-based policy and planning.

PEI School Athletic Association (PEISAA)

- Collaborated with the school boards, member schools, University of Prince Edward Island, Holland College, Sport P.E.I., and provincial sport organizations to facilitate and support the interscholastic sport experiences of Island students.
- Implemented recommendations from the Organizational Review of the PEISAA.
- Implemented the Minister's Directive MD 2010-03 PEISAA and Rules outlining the governance structure for the PEISAA and school sport in the province.
- Revising the PEISAA Handbook of school sport policies, rules and regulations; a guiding document for school sport in the province.
- Preparing to produce electronic version and publication of the PEISAA Handbook.
- Launched of the new PEISAA Website, which will be a valuable resource for school sport and the sports community within the province.
- Implemented the Physical Education Safety Guidelines K-12 Interschool Section.
- A Triathlon for student-athletes in Grades 7 - 12 was piloted.
- Wrote the Coach in School module, a joint project with the Coaching Association of Canada, to address entry-level coach certification.
- Initiatives for 50th Anniversary; Launched a new PEISAA Website, Created a digital Archive Site of organization, and established a Virtual Hall of Fame.
- Concentrated effort by the Media-Publicity Commissioner, promoted and profiled school sport and raised awareness about school sport programs.
- Offered 14 sport programs at a variety of schools and at various levels across the province.
- Thousands of students participated in individual and team school sport activities within Island schools.
- Supported over 500 volunteer coaches, sports convened by 24 sport commissioners, and a 12 member executive.

EARLY CHILDHOOD DEVELOPMENT SECTION

Role of Section

This section provides policy and funding advice to ensure Island children have a high quality learning experience in the early childhood sector. This section is responsible for the Preschool Excellence Initiative, early childhood curriculum development, early literacy, healthy child development, early childhood coaching support, administers the direct funding program, the special needs funding program, and the Best Start program. As well, this section has responsibility for the *Child Care Facilities Act*, including the certification of early childhood educators, licensing and inspections of early childhood programs, and provides resource support to the Child Care Facilities Board and Children's Secretariat. Please Note: Up until August 2011 this section was responsible for the provincial kindergarten program, and provided curriculum and curriculum resources to English, French, and French Immersion Kindergarten Programs.

Fiscal Year	2008-2009	2009-2010	2010-2011	2011-2012
Human Resources (FTE)	7	7	12	13
Kindergarten / Early Childhood Services	$8,667,048	$7,702,069	$9,222,815	$10,650,635
Total	$8,667,048	$7,702,069	$9,222,815	$10,650,635

Major Achievements

- Supported the transition of educators from the early childhood sector to the school system.
- Implemented phase one of the Preschool Excellence Initiative.
    - The Preschool Excellence Initiative will ensure parents have access to early learning and childcare across PEI.
    - A new *Early Learning and Child Care Act* was developed and accompanying Regulations are being drafted with consultation expected in the summer of 2012.
    - An Early Learning Framework (curriculum framework) was piloted in all Early Years Centres across PEI. This pilot will end in June 2012.
    - An evaluation of the implementation was conducted under the leadership of Holland College and supported by the University of Prince Edward Island.

- The department is very pleased with the implementation of the Preschool Excellence Initiative and considers this a huge success. The early childhood sector has embraced the transition from a sector to an early learning and childcare system. Parents and children will benefit from increased expectations in the quality of the service provided.

Goals of the Early Childhood Development Section
▸ Contribute to the development of a comprehensive early childhood system in Prince Edward Island by providing a creative and unique curriculum, grounded in early childhood learning and development theories, and maximize opportunities for children.
▸ Appreciate and build upon existing community-based programs, acknowledging best practices and diversity.
▸ Balance flexibility and responsiveness to the needs of families and communities with fairness and consistency to all partners.
▸ Address human resource issues including wages, benefits, working conditions, and training.
▸ Promote a system that is effective, cost-efficient, and accountable.

Activities

- Developed an Early Learning Framework.
    - The Early Learning Framework focuses on Well Being, Exploration and Discovery, Expression and Communication, and Social and Personal Responsibility as the four main learning goals. There are specific objectives under each of the four goals.
    - The Learning Principles which guide the goals are Relationships, Environment, and Experiences.
- Provided professional development sessions focused on Early Learning Framework to Early Years Centre Directors and staff.
- Established 45 Early Learning Centres as part of the PEI Preschool Excellence Initiative.
- Supported, through direct support, centres to transition to an Early Years Centre.

PROGRAM EVALUATION AND STUDENT ASSESSMENT SECTION

Role of Section

The Program Evaluation and Student Assessment section is responsible for the development and administration of the provincial Common Assessment program and regional, national, and international student assessment programs and activities. The section provides guidance, advice, and support to the department and to educational partners in the areas of student assessment and program evaluation.

Fiscal Year	2008-2009	2009-2010	2010-2011	2011-2012
Human Resources (FTE)	6	6	6	6
Total	$592,692	$784,074	$778,951	$772,878

Major Achievements

- The section administered the Common Assessment program in the areas of primary literacy and math, elementary literacy, and intermediate math.
- Three new assessments were developed: Elementary Math Assessment, Elementary Literacy Assessment French Immersion, and Intermediate Literacy Assessment.
- Results from the 2011 Common Assessment program were provided to educational partners.

Goals of the Program Evaluation and Student Assessment Section

- Develop and administer the provincial Common Assessment program.
- Improve the quality of leadership, information, and advice to the department on student assessment and evaluation.
- Ensure that the assessment results are understandable and used by teachers and principals.

Activities

- Developed new assessments: Elementary Math Assessment, Elementary Literacy Assessment French Immersion, and Intermediate Literacy Assessment.
- Conducted in-depth statistical analysis of all provincial assessments.

- Provided results of the Provincial Common Assessment program to parents, teachers, school boards, other educational partners, and the public.
- Provided assessment advice to the Council of Atlantic Ministers of Education and Training (CAMET) on assessment related topics.
- Provided assessment support to many school and school board based initiatives in math and language arts.
- Provided support to the Council of Ministers of Education Canada (CMEC) on student assessment initiatives such as the Pan-Canadian Assessment Program and the Programme for International Student Assessment.

JOINT CONSORTIUM FOR SCHOOL HEALTH (JCSH)

Role of the JCSH

The Pan-Canadian JCSH was established by the Council of Ministers of Education Canada and the Conference of Ministers of Health in 2005 to improve the health and academic achievement of Canadian children and youth.

The JCSH is a partnership of governments working together to promote the health of children and youth in the school setting. Together with 12 member provinces and territories (excluding Québec) the Consortium works to strengthen collaboration among research, policy and practice communities across the health and education sectors, and to provide evidence of the impact of comprehensive school health on learning and health outcomes. Comprehensive school health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated, and holistic way, and encompasses the whole school environment with actions addressing four distinct but inter-related pillars: social and physical environment; teaching and learning; healthy school policy; and partnerships and services. Research shows that comprehensive school health approaches can lead to improvements in children's academic achievements, as well as in their health and well-being, ultimately improving their quality of life and helping to reduce pressures on our health care system over the long term.

The federal government also supports the work of the Consortium, with the Public Health Agency of Canada (PHAC) serving in a funding and advisory capacity.

For the years 2010-2015, the Secretariat for this pan-Canadian partnership of governments is housed in the Prince Edward Island Department of Education and Early Childhood Development. The Secretariat, comprised of a small team under the direction of an Executive Director, coordinates and provides leadership to the work of the Consortium. For this five year period, the Management Committee of the JCSH is chaired by PEI, as is the School Health Coordinators' Committee. Under its first mandate (2005-2010), the JCSH Secretariat was housed in British Columbia (2005-2010).

Core funding for operations and the Secretariat is cost-shared: each year, PHAC contributes $250,000, and member provinces and territories match this contribution (according to an agreed-upon schedule), for a total of $500,000 annually. Prince Edward Island's contribution for 2011 is $3,280.

Activities

- Developed, pilot tested, and launched the JCSH Positive Mental Health Toolkit. Available in English and French, schools will be able to use the Toolkit to self-assess and plan for Positive Mental Health using a comprehensive and holistic approach, benefitting students, staff, parents, and the school community at large.

- Through consultations with representatives from research, policy and practice across the country, worked to make significant revisions to the Healthy School Planner's content, look, and feel *(work to continue through 2012)*. Developed in partnership with the University of Waterloo, the Healthy School Planner that currently covers three key topics: healthy eating, physical activity, and tobacco use. The JCSH is now looking at ways to improve the tool's usefulness for schools, including the development of a new foundational module on how to approach healthy school planning using a comprehensive school health approach. The revised Planner will be launched in late 2012.
- Played a significant role in the work led by Youth Excel Coalitions Linking Action and Science for Prevention (CLASP) on Core Indicators and Measures (CIMs): a set of core indicators and questions about a behaviour that can be measured over time and space. Because of the JCSH, the school-level indicators and questions around tobacco, physical activity, and healthy eating are organized around the four pillars of Comprehensive School Health.
- Co-chaired the 2011 National Forum on Youth Health: an opportunity for leaders across Canada representing research, policy, and practice to share lessons and exchange knowledge regarding how to advance action for youth health in their province/territory.
- Supported the creation of plain language factsheets related to the findings of the 2010 Health Behaviour in School-aged Children (HBSC) National Report.
- Provided the Board of Directors and Executive of the Canadian Association of Principals (CAP) knowledge and learnings on comprehensive school health, positive mental health, and many initiatives of JCSH during the 2011 CAP annual conference – Waves of Change.
- Drafted and printed the 2011 JCSH Annual Report.
- Revised the JCSH Communications Policy.

PROVINCIAL ASSESSMENT PROGRAM

PROVINCIAL ASSESSMENT PROGRAM

The Department of Education and Early Childhood Development conducts provincial assessments yearly that indicate how well students are doing at key stages of learning. The Provincial Assessment Program assesses student proficiency levels in reading, writing and mathematics at the end of the primary (Grade 3), elementary (Grade 6) and intermediate (Grade 9) levels. The assessments are developed by teachers from across the province and are based on the curriculum used in Island schools.

The provincial assessments are valuable tools to monitor student learning. They tell us how well students are learning the curriculum, where students may need help, and how resources may be allocated to improve our education system. The assessment results are used by schools to develop school goals and to support professional learning that nurtures teacher excellence. The assessments provide valuable information for parents and teachers on the knowledge and skills that students are learning.

Assessment Implementation

Since the inception of the Provincial Assessment Program in 2006, literacy and numeracy assessments have been gradually added to the provincial assessment schedule.

Literacy (reading and writing)

The literacy curricula for English, French Immersion and French First Language Programs are not the same. Therefore, students in these programs write different literacy assessments. By June 2013, literacy assessments will be implemented for students in English Programs at the primary, elementary and intermediate levels. Currently, literacy assessments are administered to students in French Immersion and French First Language at the end of primary level.

Mathematics

Since the mathematics curriculum is common for Island students, the provincial math assessments are the same for all students. By June 2013, mathematics assessments will be implemented for all students in English, French Immersion and French First Language Programs at the primary, elementary and intermediate levels. Please note the Primary Mathematics Assessment (PMA) is administered to students in the fall of Grade 4 and therefore results are not yet available.

The following charts display the provincial results for the 2012 provincial literacy and numeracy assessments.

Primary Literacy Assessment (End of Grade 3)

The Primary Literacy Assessment (PLA) was administered to Grade 3 students near the end of the 2011-2012 school year to assess their literacy proficiency in reading and writing. The PLA was administered to students in the English, French First Language and French Immersion Programs. The following charts display the PLA results for each program

Primary Literacy Assessment: Reading (English Program)

Of the 1088 students who wrote the assessment, 87% met expectations in reading, an increase of 25 percentage points since 2007. Another 5% of students were approaching expectations. It is important to note that the number of students experiencing difficulty decreased from 27% in 2007 to 8% in 2012. Also, 9% of the students were exempt and did not write.

Percentage of Students by Achievement Category by Year

YEAR	# of Students	Exemption Rate	Met Expectations	Approached Expectations	Experienced Difficulty
2007	n/a	n/a	62%	11%	27%
2008	1035	7%	72%	8%	20%
2009	1008	11%	85%	5%	10%
2010	924	9%	82%	6%	12%
2011	1041	7%	85%	5%	10%
2012	1088	9%	87%	5%	8%

Primary Literacy Assessment: Writing (English Program)

Two modes of writing are assessed in the Primary Literacy Assessment. The Personal Expressive mode expresses and explores personal feelings of the writer while the Transactional mode is a more formal style of writing. Of the 1088 students who wrote the assessment, 79% met expectations in Personal Expressive, an increase of 23 percentage points since 2008. In the Transactional mode of writing, 67% of students met expectations. As in the reading, 9% of the students were exempt and did not write.

Percentage of Students that Met Expectations by Type of Writing by Year

Year	# of Students	Exemption Rate	Personal Expressive (Met Expectations)	Transactional (Met Expectations)
2008	1035	7%	56%	67%
2009	1008	11%	60%	73%
2010	924	9%	74%	68%
2011	1041	7%	79%	71%
2012	1088	9%	79%	67%

Primary Literacy Assessment: Reading (French Immersion Program)

Of the 291 students who wrote the assessment, 65% met expectations in reading. Another 9% of students were approaching expectations. The number of students experiencing difficulty was 26%. Important to note, no students were exempt and therefore all students in the French Immersion Program wrote the assessment.

Percentage of Students by Achievement Category by Year

Year	# of Students	Exemption Rate	Met Expectations	Approached Expections	Experienced Difficulty
2010	266	5%	65%	9%	26%
2011	262	0.4%	66%	10%	24%
2012	291	0%	65%	9%	26%

Primary Literacy Assessment: Writing (French Immersion Program)

Of the 291students who wrote the assessment, 64% met expectations in writing. Please note there is only one piece of writing in the French Immersion PLA. No students were exempt and therefore all students in the French Immersion Program wrote the assessment.

Percentage of Students that Met Expectations in Writing by Year

YEAR	# of Students	Exemption Rate	Writing (Met Expectations)
2010	266	5%	71%
2011	262	0.4%	65%
2012	291	0%	64%

Primary Literacy Assessment: Reading (French First Language Program)

Of the 69 students who wrote the assessment, 69% met expectations in reading. Another 7% of students were approaching expectations. The number of students experiencing difficulty was 24%. Also, 3% of the students were exempt and did not write.

Percentage of Students by Achievement Category by Year

YEAR	# of Students	Exemption Rate	Met Expectations	Approached Expections	Experienced Difficulty
2010	61	5%	62%	8%	30%
2011	69	6%	84%	1%	15%
2012	69	3%	69%	7%	24%

Primary Literacy Assessment: Writing (French Immersion Program)

Of the 67 students who wrote the assessment, 57% met expectations in writing. Please note there is only one piece of writing in the French First Language assessment. Also, 3% of the students were exempt and did not write.

Percentage of Students that Met Expectations in Writing by Year

YEAR	# of Students	Exemption Rate	Writing (Met Expectations)
2010	61	5%	60%
2011	69	6%	67%
2012	67	3%	57%

Elementary Literacy Assessment (End of Grade 6)

The Elementary Literacy Assessment (ELA) was administered to Grade 6 students near the end of the 2011-2012 school year to assess their literacy proficiency in reading and writing. The ELA was administered to students in the English Programs. Students in the French Immersion Program also wrote the ELA in English. The following charts display the ELA results.

Elementary Literacy Assessment: Reading

Of the 1277 students who wrote the assessment, 78% met expectations in reading, an increase of 7 percentage points since 2008. Another 6% of students were approaching expectations. The number of students experiencing difficulty decreased from 20% in 2008 to 16% in 2012. Also, 10% of the students were exempt and did not write.

Percentage of Students by Achievement Category by Year

Year	# of Students	Exemption Rate	Met Expectations	Approached Expections	Experienced Difficulty
2008	1553	8%	71%	9%	20%
2009	1482	8%	52%	11%	37%
2010	1337	9%	66%	8%	26%
2011	1313	8%	66%	8%	26%
2012	1277	10%	78%	6%	16%

Elementary Literacy Assessment: Writing

Two modes of writing are assessed in the Elementary Literacy Assessment. The Personal Expressive mode expresses and explores personal feelings of the writer while the Transactional mode is a more formal style of writing. Of the 1277 students who wrote the assessment, 79% met expectations in Personal Expressive, an increase of 5 percentage points since 2009. In the Transactional mode of writing, 77% of students met expectations. As in the reading, 10% of the students were exempt and did not write.

Percentage of Students that Met Expectations by Type of Writing by Year

YEAR	# of Students	Exemption Rate	Personal Expressive (Met Expectations)	Transactional (Met Expectations)
2009	1482	8%	74%	74%
2010	1337	9%	76%	73%
2011	1313	8%	72%	66%
2012	1277	10%	79%	77%

Intermediate Mathematics Assessment (End of Grade 9)

The Intermediate Mathematics Assessment (IMA) was administered to Grade 9 students near the end of the 2011-2012 school year to assess students knowledge and skills in mathematics. The IMA was administered to students in the English, French First Language and French Immersion Programs. The following chart displays the IMA results. Please note that only one year of results is displayed due to a change in curriculum and resources. The 2011-2012 data will provide a baseline for comparison in subsequent years.

	Percent Score		
YEAR	# of Students	Exemption Rate	Average % Score
2012	1502	11%	66%

STATISTICAL SUMMARY

EXPENDITURES

Expenditure per Child, PEI, 2004/05 to 2010/11

SCHOOL YEAR	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Kindergarten	$2,121	$2,193	$2,323	$2,756	$2,420	$4,893	*
Grades 1 to 12	$7,607	$7,695	$8,230	$9,056	$9,743	$10,425	$10,318*

*Full-day kindergarten was included in the PEI public school system starting in 2010-2011. The expenditure per child in 2010-2011 includes kindergarten to Grade 12.

Enrolment in the PEI Education System

Official Provincial Enrolment, Kindergarten to Grade 12 - September 2011

District / Board	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
ESD	970	862	1044	994	906	874	964	915	980	1106	1289	1241	1198	13343
WSB	432	475	510	476	458	427	446	502	497	564	617	646	584	6634
CSLF	83	72	77	70	76	65	78	69	46	68	46	63	41	854
Private Schools	14	8	23	17	18	19	15	18	30	17	8	9	10	206
Total Public and Private	1499	1417	1654	1557	1458	1385	1503	1504	1553	1755	1960	1959	1833	21037
Total Public Only	1485	1409	1631	1540	1440	1366	1488	1486	1523	1738	1952	1950	1823	20831

Eastern School District Enrolment, Kindergarten to Grade 12 - September 2011

School Name	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Belfast Cons.	6	5	9	13	14	10	13	15	17	14				116
Birchwood Int.								55	84	101				240
Bluefield High											282	243	248	773
Cardigan Cons.	14	18	22	14	24	11	25							128
Central Queens	30	42	44	37	33	25	28							239
Charlottetown Rural High											354	316	323	993
Colonel Gray High											312	350	299	961
Donagh Regional	15	17	21	21	19	15	15	4		10				137
East Wiltshire Int.								182	190	185				557
Eliot River Elem.					137	134	158							429
Englewood	14	19	19	26	21	18	23	18	16	18				192
Georgetown Cons.	5	6	13	5	11	14	16	13	9					92
Glen Stewart	150	140	130	143										563
Gulf Shore Cons.	20	15	26	20	20	25	13	23	23	31				216
L.M. Montgomery	48	51	63	56	49	44	50							361
Montague Cons.	67	40	61	60	62	65	59							414
Montague Int.								74	87	150				311
Montague Regional High											206	196	201	603
Morell Cons.	32	19	18	22	19	26	27	28	24					215
Morell Regional High										50	65	67	66	248
Mt. Stewart Cons.	19	17	26	13	11	23	16	9	21					155

Eastern School District Enrolment, Kindergarten to Grade 12 - September 2011

School Name	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Parkdale Elem.	20	8	17	21	14	16	15							111
Prince Street	44	33	44	37	35	35	48							276
Queen Charlotte								150	159	184				493
Sherwood Elem.	76	64	103	84	61	81	82							551
Souris Cons.	44	45	51	43	35	38	47	51						354
Souris Regional High									56	38	70	69	61	294
Southern Kings	20	23	27	28	25	24	33	27	30					237
Spring Park Elem.	62	49	52	64	53	44	52							376
St. Jean Elem.	21	22	23	19	18	21	19							143
Stonepark Int.								258	242	308				808
Stratford Elem.					117	107	117							341
Vernon River	16	21	19	19	12	9	10	8	22	17				153
West Kent Elem.	25	24	26	30	47	26	36							214
West Royalty	70	59	74	69	69	63	62							466
Westwood	152	125	156	150										583
Total	970	862	1044	994	906	874	964	915	980	1106	1289	1241	1198	13343

Western School Board Enrolment, Kindergarten to Grade 12 - September 2011

School Name	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Alberton Elem.	27	27	20	21	30	22	31							178
Amherst Cove	7	21	15	23	12	10	14	13	17					132
Athena Cons.	30	37	35	39	38	40	35	52	29	47				382
Bloomfield Elem.	26	28	29	29	37	19	27							195
Ellerslie Elem.	22	24	40	35	26	21	20							188
Elm Street Elem.	53	60	64	59	50	55	97							438
Greenfield Elem.	55	51	60	63	46	47	28							350
Hernewood Int.								84	95	99				278
Kensington Int. / Senior High								53	59	76	76	83	55	402
Kinkora Regional High										27	47	49	51	174
M.E. Callaghan Int.								77	86	100				263
Miscouche Cons.	23	26	32	24	23	31	19	30	23	35				266
O'Leary Elem.	15	32	19	20	24	20	23							153
Parkside Elem.	52	55	53	37	45	32	39							313
Queen Elizabeth	43	49	52	46	41	48	47							326
Somerset Elem.	19	18	31	16	26	16	12	20	18					176
St. Louis Elem.	16	21	19	25	23	22	17							143
Summerside Int.								173	170	180				523
Three Oaks Senior High											290	306	242	838
Tignish Elem.	44	26	41	39	37	44	37							268
Westisle Composite High											204	208	236	648
Total	432	475	510	476	458	427	446	502	497	564	617	646	584	6634

La Commission scolaire de langue française, Kindergarten to Grade 12 - September 2011

School Name	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
École Évangéline	12	19	13	17	22	12	15	25	15	28	23	30	21	252
École François-Buote	33	19	24	26	24	23	29	29	25	27	19	25	15	318
École St-Augustin	4	5	6	5	4	8	12							44
École-sur-Mer	17	16	19	10	15	13	11	8						109
École Pierre Chaisson	11	9	6	5	7	4	6	3	4	5	3	6	4	73
École La-Belle-Cloche	6	4	9	7	4	5	5	4	2	8	1	2	1	58
Total	83	72	77	70	76	65	78	69	46	68	46	63	41	854

Private School Enrolment, Kindergarten to Grade 12 - September 2011

School Name	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Immanuel Christian	8	3	14	7	10	9	7	6	16	6				86
Grace Christian	6	5	9	10	8	10	8	12	14	11	8	9	10	120
Total	14	8	23	17	18	19	15	18	30	17	8	9	10	206

Enrolment by Grade, Prince Edward Island, 2000/01 to 2011/12

Year	Grades													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2000-2001		1752	1876	1906	1949	2012	2042	1958	1996	2112	2110	2032	2162	23907
2001-2002		1807	1731	1873	1921	1941	2022	2066	1972	2010	2121	2080	2117	23661
2002-2003		1733	1797	1730	1873	1934	1944	2055	2068	1999	2045	2113	2142	23433
2003-2004		1644	1727	1799	1732	1886	1943	1971	2064	2070	2060	2063	2124	23083
2004-2005		1485	1658	1711	1810	1735	1898	1960	2000	2083	2159	2070	1992	22561
2005-2006		1477	1478	1654	1726	1818	1746	1927	1966	2006	2197	2133	2010	22138
2006-2007		1437	1467	1485	1648	1732	1821	1769	1934	1969	2152	2155	1993	21562
2007-2008		1312	1449	1469	1516	1665	1756	1869	1773	1938	2136	2112	2012	21007
2008-2009		1433	1334	1464	1487	1521	1684	1788	1874	1806	2111	2063	1971	20536
2009-2010		1533	1439	1346	1472	1492	1517	1721	1809	1888	1943	2013	1975	20148
2010-2011	1416	1648	1535	1552	1363	1485	1495	1542	1728	1820	2023	1895	1965	21367
2011-2012	1499	1417	1654	1557	1458	1385	1503	1504	1553	1755	1960	1959	1833	21037
% change 2000 to 2011[1]	5.9 %	-19.1 %	-11.8 %	-18.3 %	-25.2 %	-31.2 %	-26.4 %	-23.2 %	-22.2 %	-16.9 %	-7.1 %	-3.6 %	-15.2 %	-12.0 %[2]

[1]Percent change in kindergarten enrolment is from 2010/11 to 2011/12.

[2]Overall percent change from 2000 to 2011 includes kindergarten enrolment. Percent change in enrolment from 2000-2011 in Grades 1 to 12 is -18.3%.

Enrolment in French Immersion, by Grade and Sex, 2009/10 to 2011/12

Grade	2009-2010			2010-2011			2011-2012		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
K	n/a	n/a	n/a	198	122	320	206	177	383
1	166	133	299	194	156	350	188	108	296
2	154	122	276	166	132	298	180	144	324
3	148	126	274	152	115	267	163	132	295
4	146	108	254	166	119	285	158	120	278
5	128	126	264	145	103	248	164	114	278
6	129	94	223	136	120	256	149	101	250
7	267	225	492	256	182	438	241	200	441
8	294	195	589	252	199	451	242	178	420
9	258	179	437	286	185	471	240	196	436
10	230	171	401	238	146	284	249	152	401
11	242	181	423	195	140	335	208	112	320
12	226	139	365	193	130	323	154	90	244
Total	2398	1799	4197	2577	1849	4426	2542	1824	4366

Enrolment in French Immersion, by Immersion Level and Sex, 2010/11 to 2011/12

Immersion Level	2010-2011			2011-2012		
	Female	Male	Total	Female	Male	Total
Early (K-12)	1833	1387	3220	1843	1391	3234
Middle (4-12)	82	37	119	81	35	116
Late (7-12)	662	425	1087	618	398	1016
Total	2577	1849	4426	2542	1824	4366

CLASS SIZE AND STUDENT/EDUCATOR RATIO

Average Class Size in Prince Edward Island, 2008/09 to 2011/12*

Grade	Number of Students				Number of Classes				Average Class Size			
	2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012
K			1337	1402			94	102			14.2	13.7
1	1331	1443	1550	1337	75	80	91	75.5	17.7	18	17	17.7
2	1254	1348	1447	1554	68	71	78	83	18.4	19	18.6	18.7
3	1371	1264	1357	1470	75	68	68	73	18.3	18.6	20	20.1
4	1378	1382	1283	1364	69	71	64	68	20	18.7	20	20.1
5	1446	1388	1392	1302	67	67	68	61.5	21.6	20.7	20.5	21.2
6	1592	1455	1395	1410	81	70	65	67.5	19.7	20.8	21.5	20.9
7	1715	1636	1465	1417	77	74	67	65.5	22.3	22.1	21.9	21.6
8	1787	1735	1643	1477	73	72	72	68	24.5	24.1	22.8	21.7
9	1733	1805	1750	1670	74	69	74	74	23.4	26.2	23.6	22.6
Total K-9	13607	13456	14619	14403	659	645	741	738	20.7	20.9	19.7	19.5
Total 1-9	13607	13456	13282	13001	659	645	647	636	20.7	20.9	20.5	20.4

*ESD and WSB only. CSLF and private school data are not included due to disproportionately small class size.

Eastern School District, Average Class Size, 2008/09 to 2011/12

Grade	Number of Students				Number of Classes				Average Class Size			
	2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012
K			877	970			60	66			14.6	14.7
1	878	965	1034	862	49	55	60	49	17.9	17.5	17.2	17.6
2	827	989	975	1044	46	49	52	55.5	18	18.3	18.8	18.8
3	937	834	901	994	51	46	45	50	18.4	18.1	20	19.9
4	886	953	853	906	46	49	43	45.5	19.3	19.4	19.8	19.9
5	955	897	961	874	44	42	47	40.5	21.7	21.4	20.4	21.6
6	1048	964	901	964	54	46	42	46	19.4	21	21.5	20.9
7	1114	1085	974	915	51	48	45	40.5	21.8	22.6	21.6	22.6
8	1170	1132	1097	980	50	46	49	46	23.4	24.6	23.3	21.3
9	1169	1184	1145	1106	49	44	48	51	23.9	26.9	23.9	21.7
All	8984	8912	9718	9615	440	425	489	490	20.4	21	19.9	19.6

Western School Board, Average Class Size, 2008/09 to 2011/12

Grade	Number of Students				Number of Classes				Average Class Size			
	2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012	2008-2009	2009-2010	2010-2011	2011-2012
K			460	432			34	36			13.5	12
1	453	473	516	475	26	25	31	26.5	17.4	19.1	16.6	17.9
2	427	450	472	510	22	22	26	27.5	19.4	20.5	18.2	18.6
3	434	430	456	476	24	22	23	23	18.1	19.5	19.8	20.7
4	492	429	430	458	23	25	21	22.5	21.4	17.2	20.5	20.3
5	491	491	431	428	23	24	21	21	21.4	20.5	20.5	20.4
6	544	481	494	446	27	24	23	21.5	20.2	20	21.5	20.7
7	601	551	491	502	26	26	22	25	23.1	21.2	22.3	20.1
8	617	603	546	497	23	26	25	22	26.8	23.2	21.8	22.6
9	564	621	605	564	25	25	26	23	22.6	24.8	23.3	24.5
All	4623	4534	4901	4788	219	219	252	248	21.1	20.7	19.4	19.3

Provincial Student/Educator Ratios, 2007/08 to 2011/12

Year	Student Enrolment[1]	Full-Time Educators[2]	Student/Educator Ratio
2007-2008	20813	1493.1	13.9
2008-2009	20324	1539.4	13.2
2009-2010	19955	1536	13
2010-2011	21162	1668.63	12.7
2011-2012	20831	1670	12.5

1. Enrolments include ESD, WSB, and CSLF.
2. Full-time equivalent educators includes regular classroom teachers, specialty teachers such as resource and special education teachers, and board-based teaching staff.
3. Includes influx of 132 full-time equivalent educators in 2010-2011 with the introduction of kindergarten into the public school system.

GRADUATES

High School Graduation Rate[1], by District/Board and Sex, 2009/10 to 2011/12

Board / District	2009-2010			2010-2011			2011-2012		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
ESD	92.8%	87.2%	89.9%	92.9%	86.2%	89.3%	92.7%	90.4%	91.5%
WSB	88.3%	85.7%	87.0%	87.4%	84.6%	86.0%	86.6%	87.4%	87.0%
CSLF	87.5%	90.5%	89.2%	100%	92.9%	95.8%	100%	100%	100%
Province	91.2%	86.8%	88.9%	91.0%	85.7%	88.3%	90.9%	89.6%	90.2%

1. Graduate rate calculated for a given year as follows: the number of Grade 12 students enrolled as of September 30th divided into the number of Grade 12 graduates (regular and vocational programs, within 3 years and over 3 years) as of June 30th.

ACCESS TO TECHNOLOGY

Student / Computer Ratio, by District/Board, 2010/11 to 2011/12

Board/District	Number of Computers		Number of Students per Computer	
	2010-2011	2011-2012	2010-2011	2011-2012
ESD	4153	4326	3.3	3.1
WSB	2523	2680	2.7	2.5
CSLF	323	409	2.5	2.1
Province	6999	7415	3	2.8

Design and Printing: Communications PEI
2012

12AN35-35772